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TWENTY-SECOND BIENNIAL CONFERENCE
SOUTHWESTERN LIBRARY ASSOCIATION

TULSA, OKLAHOMA
OCTOBER 16-19, 1968

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PAPERS AND PROCEEDINGS

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ELEMENTS IN A MANPOWER BLUEPRINT - LIBRARY PERSONNEL FOR THE 1970's

By Dr. Paul Wasserman, Director
School of Library Science, University of Maryland

SOUTHWESTERN LIBRARY ASSOCIATION
October 17, 1968
Tulsa, Oklahoma

Introduction

In a time of social, political and economic upheaval, institutions and the professional groups in whom the culture has vested responsibility for them, are required to stretch rapidly enough and widely enough to avoid the destruction of their own fabric. Change, as it relates to libraries and to the information requirements of our society, may be coming at such a rapid pace as to be too massive and overwhelming for us to comprehend and even to control. Yet, to be simply philosophic and passive, to speculate idly about the future without preparing to be degree that we can for it, would be to evade the responsibility which characterised professional performance. Let me begin my remarks then, by clearly identifying their overriding characteristic - the discourse which follows builds upon what the economists term an aspirational model.

There are basically two different ways of predicting or forecasting the manpower scene. Most familiar types of forecasts are those made by neutral or disinterested observers. The other kind involves a forecaster who, is himself one of the actors in the drama. You do, of course, understand that the remarks you will hear will be of this second type. If one were to be a dispassionate observer who reviews phenomena solely on the basis of statistical evidence, his predictions would simply project the future in an undifferentiated way and his projections would refer to conditional statements about the future based upon the acceptance of assumptions derived in past data. But, if he is partisan, as I am partisan, his perception of the future will be imbued with his own hopes and expectations based upon how he would like the future to be if it is to evolve in a way he conceives to be most advantageous to the field of concern.

It is becoming more widely understood that one of the ways in which manpower thinking is enlarged and ultimately influences policy, is through the kind of forecasting I have just described - that which programs and perhaps, propagandizes. Under these terms, projections are constructed of the desirable directions, indeed, the goals of manpower policy. But, it is only fair to explain that such prospects may not be expected to come about automatically without deliberate action and influence. For perhaps, our essential challenge is not simply to adjust ourselves to change, but to direct it and thereby master it for our own ends by, in effect, planning, programming and thereby inventing our own future. There is no certainty that the conditions here prescribed will, in fact, come to pass. But, if we are to move forward to next stages in the evolution of librarianship, strong arguments militate that this be the direction. My perspectives are drawn from purely personal observation and study, but also in some measure, from hypotheses which are being tested in the detailed inquiry into basic issues of library manpower upon which we are engaged at the University of Maryland.

Perhaps the one key concept upon which librarianship of the future must be constructed is the issue of professionalism. Much has been said of professionalism, both in and out of the library press; I shall not restate arguments already familiar to those of you who follow this literature. Let me simply take Robert Merton's definition of the three-fold values which make up the concept of a profession: First, the value placed upon systematic knowledge and the intellect: knowing. Second, the value placed upon technical skill and trained capacity: doing. Third, the value placed upon putting this conjoint knowledge and skill to work in the service of others: helping. As these are our ends and our motives, let us consider the ways and means for bringing librarianship to this plain.

I shall deal only with some of the most crucial issues. My remarks will cluster about the following notions: who - the human beings without whom there is not future; education - the process of their acculturation and professionalization; utilization - the ways in which librarians are deployed; bureaucracy - the organizational context within which they perform; leadership - the requisite function of directing our institutions forward; and finally, albeit briefly, recruitment and incentives - tactical strategy essential if there is to be a more promising tomarrow for librarianship.

Who

In considering the human beings who will make up the profession of librarianship, we address ourselves to the single most fundamental question of all. To know who we are now and to know who our best are, equips us to forecast what types of human beings will be needed to assume our function in the future. To aspire to a more sanguine tomorrow implies a firm grasp of who we are today, and why we are what we are.

One of our manpower research studies is addressed to furthering our understanding of the human beings now engaged in librarianship. It is seeking to answer questions like - What is the image they hold of their jobs? What status do they perceive their particular positions confer upon them? How prestigious do they find their work compared to the other professions? What perception of the field is help by individuals undergoing library education - those who have already made career choices? What image does the field hold in comparison with others for young people who have not yet entered upon their professional education or training? Essentially, what is being sought here is a clearer understanding about the attractiveness of the occupation. The analysis is also attempting to differentiate the perspective between those performing traditional library roles and those engaged in work deemed to the prototype of the more advanced forms of librarianship.

Perhaps the key word in casting about for the human characteristic most needed now and in the next decade is 'commitment'. The central problem is how to attract it and/or how to inspire it. Many studies have documented the fact that the time of carrer decision comes late in librariship and that men typically enter later than women. The majority have had full-time work experience before entry and many have been educated in other professional fields (education crops up perhaps most often) before shifting to librarianship. Now the attributes of the field which most frequently attract do not seem to be those which arouse enthusiasm. When career choice is second best, when it is haphazard, apathy and low motivation are too frequently its concomitant. Yet, those who are needed are those with vigor, those who will not fear to experiment with new forms, and new services, new clientele. Those who are needed must question anew. They must be those seeking not a genteel berth in an undemanding setting, but young people "of analytic temperament",* prepared to analyze library problems and to conceptualize new solutions. Today such characteristics are sought by consulting firms hiring librarians; tomorrow they must characterise all those who claim professional status.

When the ranks of librarianship are too heavily comprised of those who are apathetic, or motivated too little, minimal accomplishment is the inevitable consequence. For under these terms, the limits of librarianship and of libraries may be less the lack of material resources than of limits of the imagination, or of the spirit. Yet, commitment implies more than serving as zealous spokesman for the innate goodness of the institution. Librarianship has its full share of breast-beaters. Genuine commitment translates into professional zeal, and professional zeal into imaginative and energetic responses to clientele need. It is one thing to believe that libraries are intrinsically important; it is still another to seek actively to understand the nature of community requirements and clientele need, and then to pursue energetically programs services in ways which forcefully, continually and effectively match the library's contribution with such requirements.

It seems clear that there has been an essential passivity among those who practice librarianship. There is need now and there will be need in the future all the more, for a higher proportion of individuals of an entrepreneurial cast of mind - those who are prepared to run risks and to test change. Not only is this a requisite at the leadership level, but equally among those who play other professional roles. And if there is to be less passivity chancing new alternatives, then the workplace must be adapted to provide hospitality for the abrasive action of good minds grappling with and interacting upon matters of serious professional consequence. Fundamental differences in libraries tend frequently to be discouraged or to reamin unspoken in an atmosphere which is polite, discrete and unconcerned. The library culture of tomorrow must be one which sanctions and induces intellectual difference on ends as well as means. The only inherent danger is that the superficial facade of consensus will give way to a massive assult upon a status quo which yields to grudgingly at present to the imperative need for adaptation. For when the members of a group or a profession expect something to change, they work for it as a consequence. It is sort of like the way in which ghosts are seen at midnight. The greater the number of people who expect to see them, the more frequently they will be seen.

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*Drawn from an advertisement in the New York Times, Sunday, September 29, 1968: Librarians of Analytical Temperament. If you are a librarian who can analyze library problems and conceptualize new solutions, you would probably find great professional satisfaction as a Library Systems Analyst. It's a new kind of library position, but one that would permit you to make personal contributions to the advancement of Library Science as you work with the progressional problem solvers. Current project include acquisitions, cataloging and library network development. MLS plus significant library experience required; salary commensurate with qualifications. Inforonics Inc., 806 Massachusetts Avenue, Cambridge, Massachusetts 02139

The 'who' of librarianship must somehow constitute increasing numbers who will demand professional freedom, personal freedom, to explore their world of experience and so to organize its elements in accordance with their private interpretation of their impressions, out of which there will come new ideas. When individuals revere or fear authority, they cannot be expected to have variant notions. When human beings are indoctrinated with the virtue of dependence, as they are in too many of our present day libraries, the ideals of curiosity, personal inquiry and individual evaluation are denigrated. Yet, dependence upon authority is correlated with development of specialized knowledge in particualr fields. (The infallibility of the machine and of its caretakers and its guardians, is but one illustration). And so, for many there must be acceptance of the use of specialists on complex matters, the details of which remain mysteries to them. This reinforces the custom of listening to the voice of authority from somewhere. Librarianship, somewhat like religion, may be an authoritarian phenomenon where it is dogmatic, and a concomitant of a systematized creed in a world institutionalized denominational hierarchy. The essential condition is a unified control with a discipline that is dedicated to its unquestioning support. Under these terms, there is only one source of truth. The pronouncements of leaders (administrators, association officials) are due to divine inspiration and they are not subject to question. But, it is interesting to note that such views are coming into question, even in religions movements. Librarianship seems now ripe for a reformation and perhaps even for a far greater proportion of agnostics and unbelievers in its number.

The 'who' in librarianship is a professional. It seems to me that there are two legitimate routes to professionalism. Perhaps the more commonly accepted is the role of the administrator. Here, the requisite is leadership and the genuine assumption of managerial responsibilities - political, organizational, technological, goal-oriented. The other is professional practice - client-oriented, operational, problem-solving. Leadership will engage our attention a little later on. Let us focus now upon professional practice. Professionalism is the opposite of amateurism. Professionalism connotes responsibility. And responsibility cannot be dismissed or shrugged off - it implies a stake in the ends, the goals of practice. Yet, there seems now to be a too pervasive psychological disposition among librarians to assume that there is institutional intolerance to their performing as professional, problem solvers, change agents. Perhaps such assumptions are comforting. For, they provide rationalization for complaining as a substitute for action. It is easier to complain than to act. But, many libraries, just as many librarians, are highly passive. They are not necessarily restrictive with regard to expression of new ideas, nor do thy actively resist attempts to experiment and to improvise. Because they are passive, it may very well be that there is a more widely prevalent climate of opportunity for those who would make change now and in the future than is generally understood. What is requisite is those who are disposed to test ideas which are well thought through and well expressed.

In the present day culture of librarianship, given the contemporary propensities of our bureaucratic form, perhaps the uneasiness of administrators inspires hostility toward new ideas less in terms of substantive difference than the form of such proposals. Forcefulness may be seen as overbelligerance. Commitment may be equated with aggressiveness. Clientele zeal may be viewed as displaced loyalty. And under these terms, the natural tendency may be to cut off or curtail such expression. The more successful change advocate may be one who adroitly allies himself with clientele groups who in turn may propose new alternatives. Or, one who more subtly demonstrates the organizational utility of his projected program or service. Perhaps the 'who' in librarianship is one who will more effectively exploit human relations in order to attain his ends which are consonant with organizational values.

There appears to be many in libraries now of eminently sound intellectual equipment who seem psychologically unconstituted to do more than bewail their present conditions. For, to put one's ideas to the test, is to run risks. Like the professor who does not write, but who, from his pulpit, recites the virtues of the lecture hall above the printed page (wherein his ideas are subject only to the evaluation of students and not his peers), so it is far easier to lament the constraints which the organization places upon one's creative capacities than to put one's ideas to the test. And in this, just as the academic thereby evades the perils of colleague review, so the librarian may simply be rationalizing also, with the fear of failure the fundamental restraint. More are needed in librarianship, as students, as practitioners, as leaders, who can bear the risk of failing. No man can lose what he never had.

Education for the 1970's

Please be prepared to indulge me while I share my deepest prejudices about the future with you, for the instrumental means, in my view, are those of the educational process. Stated in its most forthright terms, if education for the library profession continues to indoctrinate the new entrant with an elaborate set of fixed beliefs, his obsolescence is insured almost before he begins his career. For he will have the dogma and he will be fully armored to spend his occupational life striking out defensively against those who challenge or question it. The alternative, now far too infrequently sought in library education, is to develop attitudes, habits of mind, skills, and the kind of knowledge and understanding which will be the instrument of continuous change and growth on the part of each new entrant. Those who are so indoctrinated, fit into a professional discipline which provides for its constant and continuous modification and renewal.

In graduate and professional study in the United States, there is coming to be a more pervasive view which emphasizes the academic, as opposed to the purely professional conception of higher education. This would seem to imply a preference for the scholar, rather than the practitioner, for wisdom rather than technical skill, for broad scope of learning rather than narrow depth - for the cultivated person rather than the specialist. What seems to be coming to pass is that the changes in the character and social functions and responsibilities of both graduate and professional education are tending to bring about a closer convergence between them. And, if eventually the traditional cleavage between the academic and the practitioner will be bridged through the preparation of scholars as graduates of professional schools, then there is more likely to be understanding and sympathy for those in the universities who challenge the values, the knowledge and the skills of the professional practitioner. This is something which is very uncommonly recognized in practice - that the role of the professional school in the university is to hold up for examination and analysis and criticism the way in which the profession comports itself. For, the profession cannot and will not do itself, and if the university is simply an institutional reinforcement of the status quo, there is a bleak future. But, when the professional school acts responsibly by criticizing and analyzing its field of concern, it is in this way that the academic and the practitioner share together in the cultural task of criticizing the good in order to help achieve the excellent.

If in our professional schools we continue to preoccupy the minds of those coming to librarianship with information about the product of earlier innovation, rather than teaching them to innovate themselves, we shall fail. For, where are the giants of contemporary librarianship to compare to our historical antecedents of a hundred years ago? Our system of professional education has been far more preoccupied with continuity than it has been with change. Of course, continuity is important. It is the scaffold from which change may be constructed. But, it seems to me that never before has there been such a pressing need for education for an accelerating rate of change. The key to this is the way of looking at problems.

Librarians must learn for themselves, must devise new methods and must fashion new alternatives, and to do so their education must be steeped in fundamental issues. This implies the identification and the deliberation of the fundamental questions facing librarianship. This is exactly counter to the philosophy which propogates a repertoire of fixed responses to preconceived needs (like, to use our most embarrassing illustration - memorizing the names of certain presumably essential books). Under these terms, increasing emphasis must be given to instruction in methods of analysis and problem-solving and modes of attack upon problems. Subject matter focuses upon basic principles and less upon application for immediate practical use. More and more those who instruct must insulate themselves from the direct pressure and sympathetic contagion of interests of their powerful clienteles in the public library and in the academic library and in the special library. Educators must detach themselves so that they can appraise the profession as a social institution and reduce the gap between professional concept and professional practice. The most vigilant and best informed critics of the profession must be found in the professional schools and they must speak and they must criticize and they must imbue their students with a critical cast of mind so that they will think and they will speak too. Now, such an approach calls for habits of mind and the engendering of habits of mind which should prove useful in new situations. Curiosity, open-mindedness, objectivity, and respect for evidence of the capacity to think critically - all these become essential. These rather than rote learning and conditioned responses, equip one to perform with greater versatility.

Our gravest educational danger is that we may be preparing our students for obsolescence. Yet, we are charged with educating now a generation which may be quite unable to understand the professional problems of even the following decade. If the recent lessons of university upheaval across the land have any relevance for library education (and those of us connected with library education certainly hope that they do for us as for other intellectual disciplines) the most articulate and the most committed young people are specifying that they want education, rather than training, and an opportunity to understand the implications and applications of choice in the present requirements of their culture. For, as we see an outraged sense of relevance and an unfilled demand for moral significance at the base of the student revolt, the conceptions of the students of the need for a changed university, even into graduate education, is testimonial to some of the defects of the present structure. One of the laments is the obsolescence of pedagogic techniques. Another is the arbitrariness of academic arrangements. And, if the case of adaptation and modification of educational content and arrangements in librarianship are needed, here are the imperatives. The student, where he is articulate and volatile, is rejecting among other things, the bureaucratic structure for which his education prepares him. The adaptation must be in both reordering the substantive content of education and the professional basis of practice. In this, the professional school is obliged also to exercise its influence upon the field of practice by ensuring that its graduates will enjoy greater latitude to function professionally in the future.

Professional education has too often in the past been synonymous with terminal education. But, knowledge grows ever more rapidly obsolete. Under these terms, the value of what the individual learns, even if he has learned the appropriate things (and as I have already implied, this is uncertain) is slipping away constantly, much like the value of money in an inflation. During a period which can be charaterized as a runaway inflation of knowledge and skill, there is a feeling of futility, alienation, and lack of individual worth. Where there has been continuing education in librarianship, the evidence suggests that it is overwhelmingly of the one course on a particular topic kind, and not infrequently, it is course work of a recreational or avocational nature. In this, we have lagged behind the other professions. For, if we have no formal means of keeping practitioners abreast of new developments, our practice becomes out-moded. Formal arangements have been evolved in other fields, but in few has it been so drastic as has now been proposed by the medical profession in Oregon. Oregon's physicians must engage in continual medical education throughout their professional careers as a requirement for maintaining membership in their state association, according to a ruling which has been passed by the Oregon Medical Association. Under these terms, failure to keep abreast of rapid advances taking place in medicine could result not only in expulsion from the association, but the loss of hospital staff privileges under the ruling. Oregon is the first state medical association to take such action to encourage physicians to participate in continuing medical education programs. (Of course, education has long provided advanced incentives for those who would continue their education in formal terms. But, the choice of courses has too frequently here been irrelevant to the requirements of effective educational practice).

Perhaps we are not yet at the stage where we would consider determining performance by the measurement of such standards as are being considered by the Oregon Medical Association: having each doctor turn in an annual report of how many hours he has devoted to hospital staff conferences, post graduate education programs, journal reading and other educational outlets. Or, to judge his performance on the basis of an audit of the records of his patients who have been hospitalized in order to see whether he is using current or obsolete techniques. Or, to have peers in the same specialty evaluate his performance. Can you imagine the hue and cry among librarians if they were to be submitted to this kind of analysis? Yet, to maintain currency in a rapidly changing field, is it not necessary to strive for what the chairman of the Oregon Medical Association Council on Medical Association suggests is the inspiration for their requirements: "Our motivation is a sense of responsibility to ensure the people of Oregon that a member of the Oregon Medical Association is competent throughout his life, not just at the time when he was inititially licensed"? Perhaps the apropriate point here is to identify the fact that in our future the educational exposure will no longer be conceived of as a terminal experience.

On characteristic of the professions (and one which perhaps adds to the argument for describing librarianship now as only a marginal profession) is that beyond all other occupations, many more feel themselves called to a profession than are actually chosen. But, if there is attrition in the process of educational acculturation in many programs of library education, this fact has escaped our attention. Moreover, it is a further characteristic that more often than not, those of the professions are in the occupation in which they wish to be, rather than one in which they happen to be. Again, librarianship compares unfavorably. Some recent studies have identified the fact that nine out of every ten Americans in the major professions had elected them as the first choice. This proportion drops down to a very small ratio as one goes into the clerical and technical classes. One can only speculate at this point on the numbers in librarianship who chose it orginally as their primary objective. But, it may certainly be reasonable to surmise that the evidence would bear out the fact that it is a relatively small proportion. And, if this is so, the prospect of professionalization through education is consequently reduced.

Perhaps the most central point of all is that librarianship in neither its practice or education preparation can very much longer remain a sacred cow. Because a profession and those who practice it or instruct in it are more or less satisfied with it does not necessarily imply that it deserves the respect of all who consider it. For there are many enemies within the gate insistent upon and content with the prize position which libraries and librarianship enjoys and thoroughly hostile to any proposed modification. Yet, ultimately it is more often than not the creative minds in a profession and in its educational ranks who by expressing their discontent with it achievement and by influencing students to share their concern perhaps identify themselves more closely with its ultimate destiny.

There are clear-cut dangers in using the educational platform as the locus for preaching either new ideas or questioning long-standing ones. For the university concentrates upon helping to formulate the thinking of impressionable minds. Many library school students come out of practice and with values which are more widely shared by those in practice than by those who educate them. When a teacher seeks to implant the value of his own view of the world, while belittling through questioning those of the group he is intent upon enlightening, he is affording his students ideas which suggest that practice may be at least in part, misguided, confused, naive, or archaic. Those of us in education have little foreseen the far-reaching consequences of such a mode of instruction. For, when such students go forth, they are led to the identification of the potential inadequacy of the values, the commitments and thus the programs of the field and as a consequence, perhaps, further the gulf or the rift between the professional generations. Such breaches may lead to severe disturbances manifesting themselves in many ways like the expression of the young Turks of librarianship about the inadequacy of those who control power in the association. Yet, the converse which implies that education simply reinforce existing dogma might be ultimately more costly. For, to question, to probe and to challenge, may more certainly be precisely the mechanisms for putting the key issues into the arena of discussion and debate, out of which will be forged sharper and clearer missions and motives for the library enterprise.

One study in our Manpower Research centers directly upon the questions of education, careers and professionalization. It is examining the ways in which the schools are coping with the demands made upon them as agents of both education and adult socialization in an increasingly complex field of work. It is attempting to identify characteristics of those educational programs which appear to be most successful in preparing students for the new demands which will be placed upon them and to discover how those in the field who are more professionally oriented have developed this orientation and how they differ from others in their behavior, both as students and practitioners. This study will do this while taking into account special factors influencing educational career patterns that arise from the fact that the field has been a predominantly female occupation.

Utilization of Personnel

The careful observer of the practice of librarianship comes to perceive how long overdue is an assessment and honest evaluation of the ways in which human beings are utilized in the organizations in which they serve. Yet, to specify the problem is not to solve it. For the problems is a tangled web of educational issues, variability of needs by type of library, peaks and lulls in demands for professional services, the evolving role or roles of librarians and the specialization of task which stems from increase scale of the bureaucracy. Each organization must now calculate its own strategy for effective deployment of its human, its intellectual resources. Yet, there are enough expressions of discomfort with assignment to lead us to believe that many now in the ranks of librarianship are under-utilized and ill-placed, performing roles beneath the level of their intelligence and demeaning to their intellectual integrity. Ultimately, libraries like any other economic undertaking, will not pay for more talent or expertise than they require. This becomes particularly patent in times of severe scarcity of personnel in fields which compete for educated manpower. One response that has been fashioned, that is being fashioned, and which will undoubedly come into more widespread use, is to restructure the organizations in which librarians are engaged in such ways as to effectively employ those with less preparation than Master's degree education for minimal role performance.

This issue relates to the potential utilization of library technicians and to the very debatable point of whether there is or is not need for educational preparation for librarianship at the undergraduate level. I shall not digress on this occasion to discuss the pros and cons of these questions. I shall concentrate instead upon what librarians do, or perhaps what they do not do, since both are of the utmost importance. In this context, it is most interesting to speculate on the dropouts from librarianship, not so much those who drop out for reasons of family, or for reasons relating to mobility patterns and advancement, but those who drop out because librarianship is incongruent with their earlier expectations. The evidence is not clear, almost non-existent, and tells far less than we need to know which might correlate the frustrations, the misassignments, miscalculations, or misutilizations of work role with withdrawal. Yet, we do know that in far too many libraries the distinction between minimal, routine, tedious and time-consuming routines on the one hand and professional performance on the other, are seldom clear. Professional roles have only infrequently been structured in such a way as to tolerate genuine professional contributions from librarians for important shares of their time. The outstanding exception has been in the practice of administration, which some would argue is not substantive professional practice either.

Perhaps the essential tragedy is that the substantive base of librarianship is not clear enough to individuals who practice it or arrange for it to be practiced. And under these terms, since no one really understands the nature of the professional contribution, there can be either gradual accommodation ~~to the~~ actual requirements of the workplace, or disengagement and disenchantment. It is not enough to say as some of our literature suggests, "It must be shown that university librarianship is many sided and affords an opportunity for challenge, creative work; that it presents many opportunities for administrative and scholarly activity; and that ability is rewarded with promotion, extension of responsibility, and ample financial compensation". But, this must in fact become the case in organizations where librarians practice. And, until there is a clear understanding of what the substantive contribution of the librarian is andhow he may be encouraged to come to this level, he words will have only a hollow ring. For, library clienteles for the most part regard library activity as fundamentally clerical in nature and if the organizations in which librarians are deployed regard the efforst of librarians in the same way, and if library education simply reinforces this view all the more, there can be no solution.

The utilization of professional personnel in libraries at levels more appropriate to their expectations will come about as a response to educational acculturation in the universities which will identify and clarify for, and so equip new entrants to demand conditions appropriate to professional performance. This will prepare them intellectually and psychologically to perform at such levels which will imbue them with loyalties toward clientele which transcend those of the institution in which they perform. Ultimately, the libraries themselves will come to understand the need to imbue loyalties among professional librarians which place the client on a higher pedestal than the organization in which the librarian is engaged. And as this comes to pass, librarians will more genuinely become professionalized and be less fettered by the bureaucratic constraints and employee cast of mind. For, when the librarian thinks of himself first and foremost as a library employee, he is basically confuse about his role and his contribution. If he is a professional, his first calling is to his profession, even though under these terms his conduct and his performance will be very much in contrast with those who identify within the hierarchical constraints of the organization in which they find themselves. His mission, his purpose, is tied to the needs of the client when he serves. For, if the librarian relates to clientele and to peer groups sharing his values across the other institutions in the land, this contributes to his mobility and influences sharply his pattern of loyalty and his self-assessment. And, under these terms, organizations so peopled by librarians with an entirely different concept of what an organization is all about and a different image of themselves in relationship to it, will ultimately have far-reaching consequences, both in the professionalization of librarianship as well as in the way in which its practice will be utilized in the organizational context.

Organizational Accommodation for the 1970's

If librarianship is to advance, then the organizations within which librarians function must be responsive in human and organizational terms to the restructure of the field and of its practice. The tensions in the relationship between librarians and their work environments involving technological, organizational and professional dimensions are all relevant here. Under these terms, it is most important to understand the internal aspects of the library as a social system, exploring such questions as organization, task specialization, patterns of authority relations, morale and career expectations, which make up the environment within which librarians function. And, it is precisely these issues which are being studied as part of an analysis of the librarians within the framework of changing organizations by one of the scholars engaged upon the Manpower Research study which we are engaged upon.

In order for library personnel to function appropriately and respond to contemporary requirements, it is necessary for the organizational environment within which they function to be alive, vital, and contemporaneously committed. Differentiating organizations which are alive from those which are not is not such a difficult matter, even without the refinement of sophisticated methods of evaluation. (Although let me state parenthetically that librarianship in the decade ahead needs to evolve far more precise instruments than have yet been developed which will permit of greater precision in evaluating both the efficiency and effectiveness of their performance).** The president of the university can tell you which academic departments on his campus enjoy exceptional vitality and which are ineffective. A committed library user in a city knows whether his public library is good, bad, or indifferent. What differentiates vitality in one organization and another which has gone to seed? Human organizations rise and fall. They operate in cycles. Old family businesses go into bankruptcy, government agencies sometimes are strangled by their own red tape, and societies disintegrate too. Libraries, for the most part, in this culture, are not new organizations. Although, in many instances, they are being begun in new and different settings and developing out of old arrangements. When organizations are young, they are flexible, fluid, unparalyzed by rigidity and willing to try new things. But, with middle and advanced age, vitality diminishes and flexibility gives way to rigidity. Creativity fades. There is a loss of capacity to meet challenges from unexpected directions. To be adaptive as an organization, once maturity has been achieved, requires it to consciously avoid the narrowness of potential and the reduction in its capacity for modification. For maturity without adaptability is not enough. A library must mature within a framework within which innovation, renewal and reactivation not only can happen, but are inspired by those who assume responsibility for the management of the enterprise.

Yet, organizations gravitate toward accepted ways of doing things. Even the federal government has reached the point where the secretary of one of its major departments has this to say: "We can't afford to let people get stale or bored, or trapped in the system. We have to be receptive to change. We need to overcome deep-seated habits and institutional arrangements - forces which tend to hinder change and meaningful participation". Or, put another way, the director of another agency has said that he would like to see federal employees develop, "An attitude of affirmative discontent", - to question programs, policies and procedures of their agencies and to make helpful suggestions for their improvement. Yet, eccentric experimentation, radical departure from past practices is often ruled out in bureaucracy. It is for this reason that outsiders can frequently bring more innovative capacity to bear upon an experience without understanding, than those who function automatically by accepting the existing framework.

**For a promising line of research addressed to this issue, see, Orr, Richard H., Pings, Vern M., Pizer, Irwin H. and Olson, Edwin E. "Development of Methodologic Tools for Planning and Managing Library Services, Part I, Project Goals and Approach", and "Development of Methodologic Tools for Planning and Managing Library Services, Part II, Measuring a Library's Capability for Providing Documents", Bulletin of the Medical Library Association, July, 1968.

The youthful organization is characterized by impatience. What it is striving to do is to get the job done effectively, not to worry about how it is done; problems and issues are dealt with as directly as possible. But, with maturity, and to the extent that libraries are mature organizations, method often becomes enthroned and individuals in the organization become prisoners of their own procedures. Meanstriumph over ends, form over spirit and substance. With age, the characteristic spirit of trying anything which will do the job, gives way to a fixed procedure. Notice sometime how older organizations have such great confidence in matters of procedure, technique and style and yet, very frequently, basic and gnawing doubts about their capacity to do the work for which they have been brought into being. While in the organization which is younger, more creative and full of undisciplined energy, there is ample confidence in the vigor and drive which it takes to do the job and infinitely less assurance and sometimes even inferiority about questions of style and procedure and the nicety of organizational arrangements.

In aspiring toward variable organizational accommodation, we are working against something which is perhaps traditional in the psychology of librarianship. That is, large numbersof librarians tend to believe very little in self-regulation and consequently more readily assume a kind of employee posture. One wonders how much this is a correlate of the sexual composition of librarianship. For a field which very much requires modification and innovation, until there is a different balance in the male/female ratio in the professional ranks, one wonders what the genuine prospects are of changing the realities.

It can be demonstrated that for a great many reasons of cultural history, at the present time the capacity for innovation, the entrepreneurial propensity and the capacity to question and reconstruct tends to be more widely shared among males than females.*** If women more generally do their assignments conscientiously, on schedule, unquestioningly and if men tend to be somewhat more reluctant to conform to existing constraints, perhaps our professional and organizational propensities toward modification and adaptability will be furthered in the future through a shift in our numerical proportions. Please do not misunderstand me. I am not urging a crusade for more males, regardless of their capacity. Indeed, librarinship has had its full share of men who have gravitated upward for no better reason than that they were men. And this may be at the root of some of the most serious problems now faced by the field.

In concerning ourselves with organizational accommodation, it seems relevant also to consider not only the immediate environment within which librarians function, but also the larger groupings with which they identify and which form their professional affiliations. It is a fair hypothesis based upon

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***If one can believe the apocryphal story that the difference between teaching an all boys' class and all girls' class is that when you enter a class of boys and say 'good morning', half the students want to argue about what you mean about 'good' and the other half about what you mean by 'morning'. But in the class of girls, they all write it down in their notebooks.

what is known, to assume that the national association in librarianship holds a powerful and significant place in the influence which it bears upon the attitudes and perspectives of those who practice in librarianship. For, it is not accident of chance that in Richard H. Hall's recent study findings,**** public librarians as a group are identified as being influenced in their attitudes more markedly, (with the professional association as their reference point), than virtually all the other professions which he studied. Here is another manifestation of the present propensity for those who practice librarianship to play follower roles, with the leadership stemming from the national association, even when the leadership may not be as vigorous or as attuned to contemporary requirements as might be hoped.

The influence of the national association is powerful and those who speak for the national association, genuinely speak for librarianship. But, it is clear that attitudes toward power in librarianship are undergoing dramtic change. When one who functions within its inner circle calls for a resurgence in leadership and the attraction of new and younger people to leadership roles, it cannot lightly be dismissed. For this is not the voice of the active partisan for change proposing change for its own sake.

This might imply that with a new group of younger individuals coming to occupy high office in the association, there would potentially be significant influence upon variation in the direction of American librarianship. As one astute observer has already pointed out however, it might simply be that the newer proponents would duly take their places in the establishment in the very same way as did their predecessors.*****

Yet, even if one assumed that with youth and vigor there would be a pronounced disposition toward new directions, there is still the problem of how to effect modification in the leadership ranks when in order to assume responsible positions it is necessary for those who so aspire, to attend meetings and participate in its deliberations at great cost of time and money. It is only those who occupy the prestigeful posts in the largest institutions who have the resources of time and funds, and the young have neither. There is still the inherent problem that by virtue of participation at lower levels in hierarchical organizations, individuals are soon coopted by those in positions of power and responsibility so that they soon become very little more than carbon copies of the older model. Youth and vigor and the expression of new idease in our national councils are desprate requisites. But, the problems of finding ways and means for involving such perspectives pose problems which the most thoughtful among us must ponder with grave concern.

****Hall, Richard H. "Professionalization and Bureaucratization", American Sociological Review, February 1968, pp. 92-104.

*****Leonard Frieser, "Viewpoint", Library Journal, September 15, 1968, p. 3105.

For, it is not simply a matter of introducing young people to posts of responsibility and to decision-making concerns. It is a matter of consideration of viable alternatives. And, these viable alternatives must not be simply slogan related to matters external to the professionalism or the professionalization of librarianship. It is one thing to have a social conscience. It is another to apply the social conscience to the function and the practice and the objectives of the institutions with which the profession is committed. That is, the goal of the librarian and the library oganization is to calculate the strategies for improving cultural access to information in order to better the culture. To the extent that this is reflected in the perspectives of those who would assume responsibility, so much the better. But, to turn the councils of the association into a political arena while diverting the energies and resourcefulness of those desperately needed to fashion appropriate professional responses to cultural requirements in the libraries where clientele requirements being met or disappointed, ultimately spells success or failure for librarianship, would seem to this observer to be unfortunate. Perhaps it is time for us to deliberate the political aspects of our association affairs and to calculate the uses and abuses of its power. But let us not lose sight of the fact that the culture will assess librarianship not for its sloganeering, but in terms of its contribution on the firing line of practice for its here where professionalism must ultimately be tested.

Leadership and Administration for the 1970's

Here we turn to perhaps one of the more central determinants of librarianship-s future. For, if one ascribes, as I do, to the notion that organizational effectiveness is in large measure, a function of the capacity of those who direct the organizations, and to a somewhat lesser extent, the situational variables, leadership becomes the crucial ingredient. Yet, it is of course important to calculate the situational factors which have an influence upon the administrative capacity of those who function in leadership roles. For the institution's propensity to change and to provide tolerance for advanced forms of service will undoubtedly influence the activity and the performing style of its administrator. Whether he is more or less an activist adapting and modifying the institution's programs will be conditioned by the nature of the library itself and of its structure. How much of an influence the institution has and how much of an influence the administrator has will be variable depending upon the situation and the time. In the future, one must hope for better matches between institutions and librarians. Of course, at any one stage in the evolution of an organization a particular type of leadership may be seen as the overriding requisite. A builder may not be a human relations expert. Nor a collection developer a systems analyst. Depending upon the life history, the style and the contemporary requirements of the organization, needs will change. The administrator appropriate for one stage in the evolution of the organization may perhaps be the person least likely to succeed at its next stage. Yet, we live in a time when many library caretakers still remain firmly entrenched in their roles long past the time when the libraries which need desperately to find new perspectives should be tolerating their perpetuity.

The mandate to new incumbent library directors is most frequently of the broadest type. The choice of alternatives, the options open to him are innumerable. Those to whom library directors are responsive (at least in the cases which we have had occasion to examine) tend to put the problems squarely in his hands and to hope that with him as the instrument, the problems of the library will all be resolved. Under these terms, what is needed is the capacity to lead, to formulate, and to shape the role and the goals of the institution. As yet, librarianship, not unlike other fields, has not succeeded in attracting a super-abundance of those with such capacities. One of the problems of administrative leadership may be that library administrators assume that they need to have a mandate from the organization in which they function in order to change. But, in these times they have it and they can be expected to have it all the more as time goes on. This will be true whether it is in the public library, or in the academic setting. The culture is telling us something about all of our institutions if only we will heed it. The people to whom library administrators are responsible cannot really help because they may have only an intuitive notion of what a library is for and what it can do. And, what they are in effect doing is putting the destiny of the organization in the hands of the administrator and permitting him to represent the needs of the organization to them since it is he who is presumably expert in what it is, what it stands for, and what it ultimately contributes to itsclientele.

Much is implied in adminstrative responsibility. As organizations grow larger, their managers tend to have less and less first-hand experience and tend to base their actions very heavily on processed data. What they have is the map rather than the territory. They have screened, condensed, compiled, statistical and other forms of information which have been spun into generalizations and often crystalized for them into recommendations. This information comes to them out of a systematic filtering process which screens out a great deal of data which never reaches them. Their picture of reality then is not infrequently a dangerous mis-match with true reality. And it is for this reason that the library administrator must consciously and periodically emerge from his world of abstraction and see and hear and understand the nature of the true world. This may be the core of the problem we face when we talk about the ills of libraries to library administrators, who see only an unreal world through the filtered abstraction of it which reaches their eyes and their ears and their minds. It is for this reason generals come to the battle front, politicians meet the people, and sales managers occasionally sell somebody something. Library administrators need now and in the future, to do likewise.

One of the studies in our Manpower Inquiry relates to library administrators on the theory that some of the insights about future directions will be gleaned from understanding better who comprise our administrative ranks in all type of libraries. It also is seeking to determine precisely what changes are taking place in their organizations, looking for prototypes of future developments in both administrative practice and in the organizational forms in which library work is carried out. Yet, in analyzing the change propensity of librarianship, we have found that it is not enough to assume that those who administer libraries will have in mind where and how to take them to the next stage in their evolution. We are seeking also to understand what we have termed the "change influentials," and their capacity to perceive the need for change as sell as their strategy for influencing modification and variation. Influentials are seen to include those who control the media, the technology influentials, those who are innovating in prototype situations of various kinds, those who control governmental programs affecting the future of libraries, and the topmost elected and appointed officials of our societies. Categorized also as influentials for purpose of our study are those engaged in entrepreneurial or research activity (including consultants scholars and researchers), who are developing programs and services which are seen to have a pronounced influence now or potentially in the future upon library programs and services.

Another consequential problem of leadershippotential in librarianship will be the professional orientation of the leadership class to the exploitation of technology. This is an interesting and involved problem in an of itself and I shall address myself to some of these issues in another session tomorrow. But perhaps the overriding question is who is to control whom. That is, whether it is the administrator who will control the technologiest, or the technologist who will control the administration. Aspirationally, we hold out hope for the administrator. But, it is only fair to say that at this stage of our development, the crystal ball looks very murky indeed.

It is important to note that the development and evolution of a stronger leadership class for tomorrow is a responsibility which librarianship must bear. Very often those who assume responsibility for the institution in which the library functions, or for the community in which the library functions, and who make decisions about who the library leadership shall be, have little perception of the requirements of libraries. A detached and critical observer of the library scene [illegible] only concluded that this is one institution which very much needs to assess and re-evaluate its goals. An institution in jeopardy requires a different kind of leadership in order to change it. This is true, even when the organization which seeks the leadership does not itself understand that this is the nature of its requirement. That is to say, if one could assume that the administrator of a library does not need to perform as leader because such direction may be expected to come from higher levels of the organization, then this is a mistaken view. For, the presidents of the colleges and universities, the deans of the medical schools, the city managers, the school principals, are clearly uninterested or uninformed about the specialized technology and organization requirements of libraries which are very different from the function and programs of the rest of the enterprise with which they are associated (whether this is academia or city goverment). Thus, they are uncertain what should be or could be expected from a library. To accept this postulate is to reinforce the notion that the capacity for change, the leaders, the leadership, the energy, and the choice of alternatives, resides inevitably and logically with the library's professional administrative class.

Library organizations seem to be at the very first stage in the change process - the perception of the need for change. Many are not even yet at this stage. The literature of organizational change identifies as the most fruitful climate for change a set of circumstances in which there is pressure for adaptation both within and outside the organization simultaneously. The question really is what of an apathetic outside as in the instance of many public libraries? Or, an apathetic inside as in the case of many academic libraries? Under these terms, how can change be brought to pass if it is necessary to wait for inside and outside pressures to develop at the same time? Of course, a change can take place in many ways. Sometimes it is done unilaterally, by decree, or simply by replacement of the incumbent and thereby changing the administrative structure. This is coming to be more pervasive in academic libraries than ever before in their history.

One pattern of accommodation is becoming quite widespread, or at least administrators of large libraries are beginning to discuss it openly with candor. This is the process of group decision-making and group problem-solving. This calls for the involvement and interaction of professional at every layer of the organization in deciding upon the paramount issues which face the organization. Now, the response of administrators may simply be to the growing and continuing threat of collective bargaining organizations which threaten to bargain for decision-making involvement. Or, it may be a response to the revolutionary climate in the culture in which the students in the universities are beginning to demand participatory roles in academic committees on the campuses. Library administrators may simply be seeing the handwriting on the wall and like good readers, are understanding its implications. But, of course, the record of organizational change is such as to suggest that the most effective changes are made in organizations where there is shared implementation of change in the pattern and in the process, rather than when decisions are arrived at unilaterally by those in positions of authority. And, as the decision base is broadened, so is the capacity of the organization to function more like a professional organization and less like a bureaucratic instrument.

Perhaps it may be that we are coming into an age when the so-called great man who with brilliance and farsightedness could preside with virtual dictatorial powers as the head of an organization has come and gone. And if the cult of personality still exists, it may be disappearing at a rapid rate. More and more large organizations appear to be predicating their growth and success, not on so-called heroes, but on solid management teams. This tends to be even truer of professionally based organizations.

Yet, there may be room for debate here. For, when we look at the current experience in the world of industry and corporate affairs, we sometimes identify a new form of contemporary leadership. These are individuals who seize the opportunity through the use of imaginative exploitation of resources, capital or technology. Some of these individuals have detached themselves from large oligopoly forms of organization in order to found their own. Particularly, in the post-war period these are the new leaders of retail organizations, mutual funds, hardware and software firms in the computer field, electronics industry and in other newer technological spheres. Here individuals with enthusiasm and imagination are foregoing new empires. It is they who are in the vanguard of change, rather than those who direct the large corporations by committee. And they, of course, are imbued with the kind of entrepreneurial, risk-taking spirit which may be anathema to librarianship. For, if this were not the case where are these individuals in librarianship? Some of them may be found in the rising field of technology in the application of technology to library processes and arrangements. But, more frequently than not, they may be discerned in the growing ranks of those who have detached themselves from librarianship in order to begin new careers in organizations which provide greater incentives and added elbow room for negotiation and experimentation. These are the consulting firms, the business systems organizations which supply libraries, the publishing industry, which has found new ways to take advantage of library skills, and the other technological corporate forms which have identified the contribution that entrepreneurially inclined librarians can bring to bear upon their problems. For the future we must construct the opportunities and the incentives which will draw into and hold such human beings in librarianship and provide them with fully rewarding careers.

It is interesting to speculate about where the true leadership in library and information activity in the culture resides. Control and power and influence are all held closely. If one perceives the field in the broadest context, those in computer activity, those in technical information, those who hold powerful places in the publishing world, those in government concerned and active in science information, those who play important roles in the world of foundations, those in corporate settings who have an interest in the information products of the culture, and many others so committed seem to have more of a voice in expression of perspectives on library problems than does the traditional library community. This perhaps tells us something about either the political acumen of librariship, or the fact that the concern of the society with information and library problems has grown so urgent that others than only the librarians are being invited to ponder its direction.

Let us examine one serious problem of contemporary library leadership - the displaced person as administrator. We have hypothesized that there may be two legitimate routes in library professionalism - practice and administration. But, just as practice is built upon a substantive intellectual and technological base, so administration implies the assumption of managerial responsibility. As Robert Maynard Hutchins puts it, one can be administrator or office holder. Many who now hold senior administrative posts in academic libraries appear to have gravitated here from another disciplinary first love. And, it may not necessarily be that they remain fundamentally committed to this early scholarly field (since this might call for strenuous and continuous intellectual gymnastics), so much as that they are interested in a collegiate or university berth which affords prestige and status: in short, the opportunity to rub up against academic colleagues without the need to compete in terms of scholarship or research productivity. Somewhat like the medical student who for whatever the reason fails to complete the M.D. degree and drifts into medical detail work (a euphemism for pharmaceutical salesmanship) therebyhumbling himself before the medical fraternity and paying the price for his failure. To push a weak analogy somewhat further, the library administrator who is misplaced from a scholarly discipline may enjoy the good feeling of a colleague relationship with the academic community. But, whether he is regarded as colleague or poor relation by the teaching and research company is less relevant than that his distorted self image may condition him to function less as an administrator and more in ways which he may view to be appropriate to the academic posture. He sees himself thus less as one committed to the administrative process, to functioning power, political and resource terms, to pondering the goals of his program and deriving the means of their achievement through the organization which he leads, preferring instead to view himself as collection builder and the library ambassador to the professorial commune. He may rationalize his action by assuming that relationship with faculty enhances his capacity to achieve the library's purposes. And of course it does, when it is not a surrogate for neglecting all of the other inherently administrative responsibilities which only those in leadership roles can legitimately be expected to assume.

Because the public library administrator, like his peers in other public agencies, is the public servant of the community, he cannot have confused loyalties or confused perspectives as in the academic milieu. But, perhaps it may not be idle to speculate about how here upward gravitation may be inspired sometimes for reasons which relate to striving for status, prestige and enhanced incentives. And since it is the most senior administrative post which affords the greatest abundance of every incentive, it is in such terms rather than in the passionate striving for the genuine assumption of the responsibilities of the administrative role which may be the target.

One wonders whether pure naivete about the painful elements which define the administrative position - the need to make difficult decisions, the requisites of integrity and courage and the exercise of imagaination and wisdom - propel so many onward and upward who cannot begin to assume such awesome behaviorial tendencies. And if this will explain why our wary administrative world, like so many other administrative worlds, so abounds in office holders instead of administrators.

While there are no standards and no factors which can be used in assessing the performance of managers or the contributions of their work other than those involving the logic and the language of the enterprise itself, a very serious problem in attempting to assessthe capacity of an administrator to implement change is that every administrative situation varies in some detail from every other situation. It is therefore easy to come to erroneous or conflicting conclusions about an administrator, and administration and about the administrative process. If it is exceedingly difficult to tell to what extent organizational behavior and organizational performance is a function of the situation or of the administrator, it is frequently impossible to determine whether the administrator, influences modification, or whether the factors surrounding his organization, or even within his organization, trigger the need to adapt and to innovate. Even in personal discussions with administrators,it is frequently impossible to have them articulate the circumstances which gave rise to the need for change. Moreover, individuals quite frequently and quite humanly, develop more romantic retrospective notions of the sense of their participation. Witness the variable accounts of the same historical events which have been reconstructed by cabinet members in the same administration who recall their participation in ways which differ dramatically from the ways in which their colleagues recall the same events. One cannot fail to note how seldom it is that they identify a more modest role in the accomplishment for themselves than their colleagues will.

Recruitment for the 1970's

Who are to be the personnel for the next decade will be in a significant way, a function of our success in attracting new entrants and of their characteristics. Recruitment is a many faceted problem. Some of its more basic issues are being explored in that part of the Manpower Research program which deals with personality and ability patterns of library and information service workers. In this effort, insight is sought into the psychological and sociological attributes of those who play roles in the several types of libraries and in the varying functional tasks which librarians carry out in these libraries. It remains to be seen whether different individual attributes may be correlated with work setting, with type of library, and with more advanced forms of professional performance. One significant consequence of such added understanding would be to devise new vocational inventory tests in order to more effectively match individuals with the needs of the field through improved psychological and interest testing of potential new entrants.

Yet, recruitment activity faces inherent and fundamental difficulty. Its solution is not to be found in promotional campaigns, for in a culture in which all of us heavily discount propagandistic claims by whatever proponent, either as lies or gross distortions, the most genuine appeal is that which will be engendered by the live demonstration of the rewards and opportunities of librarianship as it is practiced. Then organized recruitment will be far more consonant with reality than it seems to be at present.

Another subtle problem of recruitment is the need to begin to shift the balance in the backgrounds of those who function as librarians. More concretely, we need a better proportion among us of those prepared in the social sciences and the life and physical sciences. Our story has seldom been told to other than those humanistically oriented; yet our greatest need and our most dramatic opportunities are correlated with subject capacity in the other disciplines which are under-represented. One experiment worth recounting is that of the Geoscience Society which described opportunities for scientiests in library work in ads placed in the journals of their field. One hundred and eighty mail responses were received. Of this number, only 30 or 40 were junior and senior college students, the rest were practicing geoscientists with advanced degrees to the doctorate. But, the details are not so relevant as the fact that very few with subject preparation in non-traditional fields conceive of librarianship as a field of opportunity for them.

We in librarianship regard it as one of the few open professions, one which is genuinely color-blind. If the field is ultimately to enjoy a better congruence with elements in the culture which now feel disenfranchised, the proportions of librarians drawn from the black population must somehow be dramatically increased. The problems of recruitment are difficult in a time when well-prepared Negroes are being competed for by many disciplines. Yet, when the most thoughtful Negroes are turning to roles of advocacy, perhaps the appeal of librarianship is in its identification with the information which libraries control. For if information is knowledge and if knowledge is power, the library may be seen to be a powerful advocate of advanced opportunity for people. To work through information in order to advance people, to contribute by interesting them, persuading them, helping them to avail themselves of the recorded intelligence which may serve as the mechanism for propelling more of their numbers onward and upward into important social, economic, political roles, might be an appeal worthy of even the most ardent intellectual advocates of Negro advancement in the culture.

Incentives

It is one thing to speak of professionalism, organizational environment, administrative leadership, and all the other requisites of librarianship; but, aspirations must inevitably be measured against present realities and future potential. When we speak of recruitment, particularly when we talk about the attraction of committed and dedicated men and women with responsibilities, it goes without saying that our incentives must be sufficient, not only to attract them in the first place, but to afford them appropriate career rewards in a highly competitive marketplace for intellectual and professional talent.

At a time in which the buying power of the dollar is constantly being eroded and when a past president of the American Library Association urges that "Beginning graduates with a Master's degree in library science receive a salary of $8,500 a year", it is shocking to learn in a study published in 1968 that of 1,300 respondents reporting from academic libraries who hold the Master of Library Science degree, 64% earn less than this amount, regardless of experience.****** The question which this intelligence inspires is whether libraries are realistically meeting modern economic requirements. One wonders whether administrators may confusedly be assuming that what may have been conceived to be the values of another period are being inculcated in today's librarians. Under these terms, they may be conducting their personnel affairs on the premise inspired by an earlier folklore, or perhaps mythology, that it is a noble thing to be permitted to practice a higher profession and that questions of finances or rewards are somehow degrading. The new entrants to librarianship now and in the future, demand and will demand not only effective opportunities at the workplace, but incentives appropriate to their background and educational preparation. And, for those administrators who are not heedful and who do not demonstrate their zeal for enhanced conditions of work and incentive arrangements for their personnel, the union beckons with its powerful appeal.

One element of this problem may be seen in the frequent lack of skill or systematic procedure brought to bear upon the system of remuneration in libraries in order to ensure a genuinely equitable procedure in administering penalties and rewards. Too frequently rewards are found to be concomitant with period of service or rigid classification structure; the differentiation of committed and energetic professionals for

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******Anita R. Schiller, Characteristics of Professional Personnel in College University Libraries, Library Research Center, University of Illinois, Urbana, Ill., May 1968, p. 79.

disproportionately higher incentives is uncommon. The limited organizational demands placed upon professionals (perhaps as part of an embarrassed self defense mechanism related to inferior salary scales) may be an influence on the extent to which poor or desultory performance is tolerated. But, if incentives are to be the effective tool which they can and must be to ensure commitment and corollary effective performance, then the system of remuneration and the conditions surrounding the performance of librarians as well as their management, must receive far more studious attention. The problem may very well be more broadly and culturally based and not restricted solely to librarianship. We all know the commonplace syndrome of simply getting by, a pattern so pervasive and so deeply engrained in our contemporary mores as to the trouble even the more relaxed among us. It may be too much to hope for or to expect that any one professional field would or could swim against this tide. Yet, it remains difficult to conceive how a profession can aspire to wider recognition and higher esteem unless it sets its sights higher than the minimally tolerated societal norms.

Postscript

Now it may be that in all of these rambling remarks I have identified what is a striving toward goals which are ultimately unobtainable and that the best that can be said is that they may slowly recede before us as time goes by. But, no professional and no one who is concerned fundamentally with the destiny of his field of practice ever fully expects to complete his task, for he knows that the really important tasks are never finished and that every significant goal achieved engenders still another goal. And, those who think they have arrived have perhaps simply lost sight of their goals, or perhaps never understood them to begin with.

The profession and the leadership of a profession capable of being comfortable with the future accepts and even welcomes the fact that the future will bring change. Pessimism is a very fashionable stance in our time. But, it is unfortunate to despise ourselves, or our institutions. If we are hopeful, we avoid and prevent complacency and past achievement leads us toward future goals. For when optimism is lost, there is no future.

SOUTHWESTERN LIBRARY ASSOCIATION

NEW DIRECTIONS IN LIBRARY EDUCATION?

Presented at Conference Dinner

By Lester Asheim

October 18, 1968

Anyone who asks a new father if he has any pictures of the baby deserves what he gets. Mrs. Martin's suggestions that, in my remarks tonight, I might discuss my Position Paper just published in the October issue of the ALA Bulletin is in the same class of rash inducement. The Position Paper is my latests baby, and I leap at the opportunity to talk about it.

But if I may be said to be a new father, I cannot claim to be a young one, and I am now experienced enough to know that the virtues a parent ascribes to his offspring are not always universally accepted as unbiased. As I talk about the Paper and what it is trying to accomplish, I expect you to listen with a critical ear. Unlike most parents, I really do seek your objective appraisal of my brain-child. That question mark at the end of the title of these remarks--"New Directions in Library Education?"--is a real, honest-to-goodness question mark. I truly mean to ask, rather than to tell.

Unless you are all insomniacs, I think I can safely assume that my article in the Bulletin does not represent your favorite and constant bedside reading. Still, I do not want to give you a verbatim report of what some of you may have read, and all of you can read if you wish, especially since some of you have already had an indirect hand in the thinking that led to the statement. Some of us met here in Tulsa last March to carry on a Dialog on problems of education and manpower, and much of what we discussed and the conclusions we reached are reflected in some of the proposals of the Paper. And, as some of you know, Allie Beth was one of the persons whose comments were sought for publication along with the Paper. So, instead of reading the article to you again, let me rather talk about what seem to me to be some of its highlights, and raise a question or two.

The purpose of the Position Paper is to explore some basic considerations concerning work in libraries and the kind of preparation needed to perform it, with the end in view of coming eventually to a statement on library education that might be adopted by the ALA as official policy. As it now stands it is simply an outline of possibilities for consideration by the profession at large; it is not yet an official statement. So throughout you should assume that I am saying "How about this?" and not "This is it".

There are some underlying assumptions. One of these is that work in libraries and librarian's work are not necessarily the same thing; that there are many necessary tasks performed in libraries that can and should be performed by non-librarians.

Another assumption is that non-librarians may be employed in libraries at several levels, from sub-professional through pre-professional to full professional, and that we must recognize especially that there are many professional people whose expertise is valuable to libraries who are not librarians, but who do deserve professional status and recognition. Another assumption is that the professional segment of the library occupation should be concerned with the establishment and maintenance of standards and norms governing the preparation of people who work at any level in libraries, and not just with that which prepares for work at the professional level. And, finally, there is the over-arching assumption that librarians are professionals, in the sense that they are qualified by background and education to go beyond the application of established rules and techniques to the analysis of library problems and the formulation of original and creative solutions for them, and that, therefore, we should reserve the title "librarian" for people who possess that qualification, and devise other titles for those who do not. We need not specify a round circle or a rich millionaire--there can't be any other kind. I should like to think that the day could come when we would not have to specify a professiona librarian--because ther cannot be any other kind.

With that hope in mind, the Position Paper suggests five personnel classifications; two of them are professional in the sense I have just suggested; three are non-professional. The non-professional titles are: (1) Library Clerk--for those who have clerical training plus some special knowledge of library terms and office routines; (2) Library Technical Assistant--for those who have two years of college, of which a part may be training in basic library skills and techniques which follow established rules; and (3) Library Assistant--for those who have a full, four-year degree from a liberal arts college or its equivalent, and who then gain some introduction to library skills and techniques either on the job or in course work over and above the four-year general degree. These represent three levels of supportive staff, backing up the librarians.

The two professional classifications are (1) Librarian--for those who posses the master's degree in librarianship; and (2) Professional-Specialist--for those who have additional special education, formal or informal, to provide them with speical qualifications beyond that which can be provided within the limits of the master's program.

An important point about these five suggested categories is that they represent separate career ladders, that is, any one of them can provide a satisfying career--a defined range of salary increases for increasing responsibility--for those who wish to remain in the type of work each represents. There are many staff members who make an extremely valuable contribution to library service at the Library Assistant level, whose value becomes greater through the years of experience, who do not desire to move on to professional qualification but who have certainly earned the right to more salary and better status. Such a career-in-rank should be available to them. But from the level of Library Assistant on up--that is, for those who have the four-year bachelor's degree or more-an open avenue should be accessible through which those who do wish to move to a higher rank shall have the opportunity to do so by clearly defined steps.

Much of this is already familiar to you through the report of the Interdivisional Committee of LAD/LED on Training Programs for Supportive Library Staff, which was published in the April ALA Bulletin, and is widely known as the Deininger Report. What is new is simply the division of the paraprofessional classification into two--Library Technical Assitant for the holder of a two-year degree, and Library Assistant for the holder of a four-year degree. It seems to me that this is a desirable distinction to make because of the greater variety of non-routine and more complex responsibilities that the four-year graduate is capable of assuming, and because he or she is ready, if he wishes, to go on to professional education and full, professional qualification. The holder of the two-year degree, however much he may be interested in a professional career, is three full years of schooling away from the professional qualification. In all fairness I do not think we should give him a title equal to that of the four-year graduate, thus misleading him into the belief that his qualifications are also equal.

I know it is a disappointment to many that this statement, which professes to be so forward-looking, continues to hold out for the master's as the first professional degree. Let me assure you that I gave a great deal of serious consideration to the arguments favoring the bachelor's as the first professional degree, and that in an early draft of the Paper I even argued in its favor in order to expose myself to the fullest possible expression of both the pros and the cons. The cons--for my money--have it. For I am more and more convinced that what we need in the person we want to call a librarian is maturity of judgment, breadth and depth of background, and ability to relate library principles to the subject matter of other fields and to the needs of library users. I do not deny that many library skills can readily be mastered by a bright college sophomore--but the simple use of library skills is not what is professional about our work--it is the judgments we must make in their application and adaptation, and the decisions we must make when the rules do not fit. We do not catalog, classify, do reference work, perform book selection, or work with the public in a vacuum--all of these library skills are applied in relation to subject matter and to people, and it is the depth of our knowledge of these that makes the difference. I do not think you get this in less than five years of college and university education, especially if part of the program is devoted to introductory courses in low-level technical skills.

Nor, admittedly, do you get it in the present master's programs in many library schools, which are foced to reduce so much of their program of education to the level of skills' training. When I argue for the M.A. as the first professional degree, I visualize an upgraded master's, much less vocational and much more professional, much less methodological and much more theoretical, which no longer must prepare for work at the level of supportive staff. With the new classifications goes appropriate preparation at each level, so that the master's degree can be a truly professional degree, and not a split-level attempt in a single year to turn out people who, although presumably ready for professional assignments, may spend their first two to five years doing what any bright college graduate, and many bright associates of arts, could do as well. If we can use technical assistants and library assistants for this, the library schools could concentrate on their proper task: the education of librarians.

The new classification of Professional-Specialist gives recognition, and I hope encouragement, to those who go on to further education of the graduate level to qualify for greater or more highly specialized responsibilities. This need not be in the field of librarianship only, for greater depth of knowledge of subject fields is highly important in many types of libraries. Certainly the new technology has opened up areas of special expertise that will require additional special training. And I should like to see also, among the advanced areas of acceptable specialization, that of Administration. Those who are selected for assignment to administrative posts, or move up to administrative responsibilities, should be encouraged (if not required) to obtain the knowledge and the skills that good administration demands.

But if Administration is seen as one area of specialization, it is only one of many equally valuable specializations that libraries need. It is my hope that the Professional-Specialist classification will do away, finally, with the need for highly qualified bibliographers, reference librarians and other specialists to give up the work they do best for administration in order to receive the recognition and the financial rewards they deserve.

The purpose of these suggested changes is to up-grade the authority and responsibility of the professional person, and the education he requires. If the introductory and basic technical training which now occupy so much of the current master's curriculum can be covered in in-service training or other special training programs, it should be possible to raise the level of the master's programs, and to demand more of those who bear the title "Librarian". It is for this reason that I resist the many pressures to make the B.A. the first professional degree--usually justified on the ground that a great deal of what our present professionals do requires no more training than that. I agree with the argument but with its conclusion; if a great deal of what the professional now does is not truly professional, it seems more logical to give that work to non-professionals, than deliberately to mistitle it "professional". If we truly wish to improve our status--more importantly, our services--we do it by raising standards, not lowering them. We must continually do the best of which we are capable, not the least that we can get away with.

I realize that this stress is on in-service training, on higher qualifications, and on sharper differentiation between professional and non-professional tasks works it greatest hardship on the smaller libraries, the rural libraries, and those which cannot afford the salaries and the staff-time to meet these suggested requirements. But the problem of the insufficiently supported library is not solved by diluting everyone else's professional education. The logical solution is for the smaller libraries to join larger systems which can supply the needed professional supervision and guidance, thus permitting the use of assistants for the daily routines.

The Position paper, coming as it does out of the Office for Library Education, supposedly is concerned with library education, as such. But as you have seen, the implications are equally pertinent to librarians in the field and to administrators. The establishment of position classifications (either those suggested or others) can only be accomplished by library administrators. In-service training involves working library staffs. The promotional steps suggested can be put into effect only if administrators are willing to adopt such policies and to support them with opportunities and incentives to further education on the part of their personnel. Administrators will have to be willing to accept more standardized procedures and work more closely with library instructors at all levels of formal education.

If I may be forgiven a little recruiting activity at this point: the Library Education Division of the ALA exists to provide the forum through which the library educator and the library administrator can work together. I hope that all librarians will begin to recognize that they are either producers of library personnel or consumers of the product, and thus all have a stake in library education. If you want a voic in it as well--whether to support the suggestions I am making or to attack them--the LED provides the mechanism through which you can most effectively do so.

In summary, all that the Position Paper asks for is what all of you have been asking for: recognition and definition of the diversity of roles for which personnel should be prepared; design of specific and relevant training plans for each of these roles; provision of program elements which serve to make explicit the inter-relationships among these roles--to the end of establishing a continuous and integrated program for all library personnel. Easier said than done. An easier to state in the abstract than in practical and workable details. An that's where my questions come in.

Is the proposed policy applicable in the special context of librarianship in the Southwest? Could you, for example, fit the suggested five classifications into your library in any way that makes sense? Could you use persons trained and educated according to the suggested changes in library education? Are there special local and regional problems which require considerable adaptation of the suggested program to make it relevant? Most importantly, would the suggested program really lead to an improvement in library service in the Southwest--since that is its major aim and objective?

It was to raise these questions, and seek answers from librarians throughout the country, that the paper was published in this preliminary form before any steps are taken to design an official policy. You all now have a chance to make your voices heard on this matter, either as individuals or through the Southwestern Library Association speaking for you. I must admit that I'd be pleased if the Position Paper were considered a useful subject for official consideration and criticism by your association. For the paper, in whatever form it eventually takes, could affect the future of librarianship as a profession. I hope you, as today's librarians, will want to have some influence on the form, the content, and the improvement of the librarianship of tomorrow.

SOUTHWESTERN LIBRARY ASSOCIATION

BOOK AWARD TO HOWARD ROBERTS LAMAR

for his

THE FAR SOUTHWEST; 1846-1912, A TERRITORIAL HISTORY

Mr. Lamar's response:

Mrs. Martin, Dr. Kelley, ladies and gentlemen. I am deeply gratified by the honor and recognition that your Association has bestowed upon me. I shall not require my friends at home to read the book, but I will make them look at the plaque.

I am particularly pleased to receive this award in the State of Oklahoma for the book really began here nine years ago when I went to see Professor Eugene Hollon in Norman, for I had heard that he was writing on the same topic. It was a delicate situation, we didn't know each other; and it was what you call in Western parlance - a genteel walk down for a time, with the Savoie Lottinville watching on the sidelines determined to get the manuscript of the survivor for the University of Oklahoma Press. Mr. Hollon and I soon discovered that there was room enough for the two of us and a thousand other historians to explore the long and rich heritage of the Southwest. So he wrote his *Great American Desert*, and I wrote The Far Southwest.

I should also confess that Mr. Kelley's award letter provided me, in addition to pleasure, with a great sense of relief. An outsider writing about a region not his own does so at his own peril. There are facts and things about a region which are vital but not written down and you never find them out until you are in print. Letters come in saying one is anti- or pro-Mormon, pro-Indian, or whatever.

Two of my most interesting letters were about my previous book, *Dakota Territory*. One note was from a lady which began--How dare you call my grandfather a drunkard. I investigated to see how I had done this. It seems that her grandfather was a Democrat, and I had referred to them as Saloon Democrats. I reassured her in a very long letter that her grandfather was O.K..

Perhaps most surprising is the uses to which one book can be put. Some eight years ago the Yale Press received a letter from Min and Bill's Oasis Bar in Spearfish Falls, South Dakota asking for a second copy of my *Dakota Territory*. The letter went on to say that they already had a copy which they kept on the counter for customers, but they had discovered it was just the right size to put under a short table leg to balance the table and so now they needed a second book. The Yale Press has never been quite the same since. Mr. Kelley's letter of my book -- A kind a book which once you put it down you can't pick it up again, and I am also glad that I have not received a review that the author of *The Critical Period in American History*, John Fiske, received for one of his books that said it had been written without fear and without research.

In a different vein, may I share with you briefly my feeling about the promise of Southwestern history. In writing about the coming of Americans to the Southwestern territories, I discovered that I was not dealing with the regular American story we get in textbooks, but about regions and different peoples who have survived as distinct areas and groups before, during and after American conquest. There is a continuity and complexity to the story that only historians of the older parts of the world, Europe, the Near East and Asia face and as opposed to some other American regions, the Southwest has a history which demonstrates the fundamental problems of life--the impact of environment on man, the meeting of different peoples and cultures, the persistence of ethnic and religious minorities, whether Indian, Spanish, Mexican or Mormons, fighting for survival; the experience of military conquest which most Americans have not experienced except the South.

In this age of testing by looking at models or by making case studies, the Southwest is a truly exciting laboratory for the inquiring scholar. W. P. Webb discovered that in the Great Plains. Let me tell you what I mean.

1. Last week I was talking to Professor W. T. Hagen who is doing a study of Kiowa-Comanche relations with the U.S. after the Civil War. Professor Hagan found 700,000 manuscript items and 517 Letter Press Books here in Oklahoma dealing with that one tribe. One can publish that sort of in-depth study that would be a lasting model.

2. In the American Southwest, most of which has been settled by Americans in recent times, there are records and newspapers from which we can write up local history in depth the way no other region could during its formative period.

There is another side to this. Here in the Southwest history is vicariously shared by all. The ancient, old, recent and contemporary past is experienced by every school child and adult in terms of customs, food, clothing, pageants and tourism. This makes for a richer life and a senseof ones own role in the history which many Americans seem, to me, to have lost. This is what made J. Frank Dobie, Walter Prescott Webb, who though Texans to the hilt, night and day, seem to reflect such a typical American spirit. If I may illustrate, urban history is the cry today. Any man who admits to reading a book about a city is in demand as an expert. Yet Earl Pomeroy has pointed out, the American West and the Southwest had a successful urban history and culture from the beginnings of settlement. Histories of Denver, San Francisco, Santa Fe, Houston, Tulsa would tell us much that we need to know about the promise and ratio factors of the success of urban living.

Along these same lines Robert R. Dykstra has done a history of five famous Kansas cattle towns using the latest quantative methods. His findings suggest that all our views of American settlement in the 19th century and our concensus theories of American development need to be revived by a theory of competition.

My only point here, ladies and gentlemen, is that all these local records and antiquarian histories and court house files that have been cluttering up your libraries have taken on a new significance. Local history is a key to vast experience which is the key to understanding. Of equally great concern today is the effort to understand minority history and especially that of the Black Americans. This interest has led the historian to rediscover the Indian, the Spanish-American. Studies of racism will eventually lead some scholar to see the Indian's want in a new light and to re-write Southwest history.

The next great current interest of my professions is in quantitative history and here again the massive records of the Southwest permit case studies of great significance. One has only to look at Leonard Arrington's economic histories of the West, Allan Bogue's study of Iowa and Gilbert Fite's study of the farmer in the Great Plains area between 1860 and 1900.

This allows us at last to meet criticism that since the west was settled by regular citizens, it was anonymous history. Now we can begin to see by mere figures what it is like, where he came from. Once again local records help.

I would mention last of all two things that promise to concern history with the Southwest.

1. The Southwest, by its dramatic, rugged natural beauty, symbolizes nature and the unspoiled wilderness we think is American, and we want to preserve it. If the Sierra Club and the conservationists succeed, the Southwest will become the central part rather than an exotic part of the American heritage and once again demonstrate a continuity with the past.

2. Again the so-called heritage of violence that we are discussing so much today seems to have some Western antecedents. This is leading scholars to see what threads run from the frontier period to the present. In urban tradition just think, Dodge City, once known as a cattle and cowboy capitol will be studied now by urban historians and by social scientists to get at political behavior, and by psychologists to comprehend its violence pattern. I am not sure that from cattle town to guinea pig is a forward step.

In summary, it seems to me that Southwestern history promises to be so much more rewarding for the newer historian and is clearly relevant to present day American problems, that you librarians and staff will have a busy but rewarding time of it.

I have left till last perhaps the most vital thing about the Southwest which all librarians should note and be grateful for. That dispite a long past, it is future oriented more so than any other part of our country. When Robinson Jeffers wrote "For our country here at the West of things is pregnant of dreams," he could have been talking of Oklahoma, Texas, Oregon, California or whatever. One can knock the booster spirit idea, but it implies a faith in the future without which our country would not be what it is today. The Southwest continues an old 19th century tradition of optimism which is basically American.

May I close not only by thanking you for this honor but by sharing it with other librarians and archivists who helped me so in the writing of The Far Southwest. Mrs. Freeze of the Denver Public, Mr. Maurice Frink and Mrs. Laura Ekstrom, of the Colorado Historical Society, Mrs. Marguerite Cooley of Phoenix, Dr. Myra Ellen Jenkins of New Mexico State Records Center and

Russ Mortensen who was then with the Utah State Historical Society and Mr. India Edwards and the librarians of the University of New Mexico, Arizona, Utah, and Colorado, the Bancroft and the Huntington. They not only produced the goods, but over a cup of coffee they told me what was not written down.

I won't go so far in my sharing as to pass around my plaque, but I do want to share the honor with those of you who made it possible for me to write The Far Southwest.

Thank you.

WE ARE ALL LIBRARIANS

(I address myself to Librarians but speak also to Trustees and Friends--all part of library family.)

By Roger McDonough, President
American Library Association

The title of my talk to you this evening comes from George Washington, the Father of Our Country, but a namesake, George Washington Doane, Bishop of the Episcopal Diocese of New Jersey from 1832 to 1859. A highly respected citizen of the State, Bishop Doane was a popular choice to deliver the first annual address of the new Jersey Historical Society when it organized in Trenton in 1846. In his remarks, Bishop Doane made a fervent appeal for unity among Jerseyans. "There has been quite too little, in us, of the true notion of a commonwealth", he asserted. "We lack community of feeling. We are of Trenton, or of Newark, or of Burlington. We are of East Jersey, or of West Jersey. We are not ALL JERSEYMEN. There is scarcely such a thing acknowledged, as a Jersey interest. We are, as far as we well can be, without State institutions, State objects, State influences, State aims. We do not sympathize. . .We fail to co-operate."* Like Bishop Doane, I think cooperation is essential, and this is really the thrust of my remarks to you this evening. I believe, for example, that meaningful cooperation among libraries is not possible unless we consider ourselves as librarians first, and public, school, college, university, Special, yes, and catalogers, reference librarians, children's specialists, etc., second. I feel strongly that as fellow practitioners in an ancient and honorable profession, we should emphasize and ever remember the common concerns that bind us together and make it possible for us to talk meaningfully together wherever and whenever we meet at any place in the world.

But let me begin by talking a little bit about the American Library Association, on whose behalf I am speaking here this evening. Most of you know, I think, that ALA is now readying plans to celebrates its centennial in 1976, when we shall meet in Philadelphia for our annual conference, as we did first in 1876. From the 103 individuals who organized the association that year, our membership has grown until it now exceeds 37,000 and may well reach 50,000 by the time our centenial rolls around. Our divisions range in size from the American Association of State Libraries with something over a thousand members (we're rather small and select) to the Association of College and Research Libraries whose membership is now approaching 12,000. The Public Library Association and the American Association of School Libraries run fairly close behind and both now number 10,000 or more members each. I call your attention to the fact that ALA used to be critized because it was "public library oriented" but its largest component is now composed of representatives of college, university and research libraries.

*Doane, Right Rev. George Washington. The Goodly Heritage of Jerseymen: The First Annual Address Before the New Jersey Historical Society; at Their Meeting in Trenton, on Thursday, January 15, 1846.

Although we are the largest library association in the world, our numerical strength is not impressive as associations go. The membership of the NEA exceeds 1,000,000, and some state education associations top ALA's total membership by a considerable margin. The great strength of our association, it seems to me, is that it provides a common meeting ground for representatives of all kinds of libraries and librarians, from catalogers to information retrieval experts. This has given us an enormously rich and diversified talent pool upon which we have drawn to produce library improvements of value to all libraries and, indeed, to all our citizens. As Dr. Frederick Wagman, former President of ALA, pointed out in a speech to the Junior Members Round Table a few years back, "Despite all their shortcomings, American libraries and librarianship are unequalled in the world, and in very large part this is a consequence of the work that has been carried on by our organization over the generations." In his address, Dr. Wagman emphasized the strong idealistic motives that have helped guide ALA's activities over the years.

I agree with Dr. Wagman and his assessments of ALA's activities and the idealistic motives that underlie them. Indeed, as I attempted to point out in my inaugural remarks at Kansas City, this very idealism helps to account for ALA's failure to press hard enough for better salaries, better working conditions, and all the other fringe benefits that will help to make librarianship a more attractive profession to the youth of the country. We must do more in this area, and I am convinced that we can be much more pragmatic, much more aggressively effective than we have been and still retain our basic idealism.

Like every other organization, ALA has its problem areas. In the first place, we are enormously complex in our makeup. We have so many divisions, committees, round tables, etc., that it takes 900 to 1,000 meetings during conference week to take care of all our assorted business. Most of our members profess to the belief that we should reduce the number of our meetings and subunits; they seem somewhat less united when it comes to actually making the tough decisions as to which committeess and meetings should be eliminated. This proliferation of units and meetings doesn't bother me as much as it does some other people. I am concerned, however, at what it does to our choice of conference sites. To put it very plainly, we have now got ourselves into a position where not more than seven or eight cities in the country can accommodate an ALA national annual convention. This is because we now need a minimum of 6500 sleeping-rooms and hundreds of meeting-rooms. As many of you know, we had great problems in Kansas City, and we most reluctantly had to cancel our commitment to hold our convention scheduled for Seattle in 1970 because the required number of sleeping-rooms will not be forthcoming in time for that conference. We'll meet in Detroit instead. We have just learned that the New York Library Association Conferences have have become so big that the only place they can now meet annually is in New York City.

This situation is causing us to look more closely at the nature of our conference and to consider the possibility that we might meet every few years on a regional rather than a national basis. Eli Oboler, of Idaho, has some thoughts on this matter, and I have asked him to put his ideas on paper and to make them available to the ALA Executive Board for our early consideration. There are serious problems involved here in taking ALA staff to various parts of the country, and in arranging for exhibits and the like. Nevertheless, the subject will be given a thorough study before any final decisions are reached.

Those of you who attended the Kansas City Conference know that one of the most dramatic episodes that occurred there was the discussion of the proposal to establish a Round Table on the Social Responsibilities of Libraries. I attended a meeting in Philadelphia weeks ago at which a group of 25 individuals met for an entire day, most of them on their own time and at their own expense, to try to firm up just what the Round Table would do and how it would fit into the overall complex ALA structure. I don't think we can ignore the fact that there are real problems in doing this and I also feel that the mere call for the creation of such a Round Table impliedly suggests that very little is going on within our association. I don't think this is so, and I cite our activities in the field of intellectual freedom and the enormous number of projects that are going on in various parts of the country in terms of aid to the disadvantaged to indicate that libraries are not remaining aloof from some of the most pressing social problems of the day. Nevertheless, the issues are so grave, and as the current election debate demonstrates, the country is so seriously divided and confused, that our Association must be certain that our libraries are doing everything they possibly can to help correct great social evils of our time as well as to see that reason prevails and our delicately balanced social structure is kept secure from the forces of the New Left and the New Right that would destroy it for their own ends. Perhaps my attitude toward all of this is epitomized in the dictum of the late Justice Oliver Wendall Holmes, that "As life is action and passion, so a man should share in the action and passion of his time, at peril of being judged not to have lived."

But let me come back to cooperation and the need for it in our daily, ongoing, library activities. There are many reasons for cooperation but at this moment I want to emphasize only the most important which is the basically simple, commonsensical one that only through cooperation can we provide optimum service to the citizens of our country. In a very real sense, effective cooperation is an internal requirement of our profession which has always been service oriented. There are other external forces which make library cooperation not only desirable but indeed mandatory. Some of these are highlighted in the report (SOCIAL CHANGE AND THE LIBRARY, 1945-1980) which Dan Lacy prepared for the President's Commission. I quote:

> "The swift movement toward a highly technical, science-based society IN THE NEXT decade will be accelerated. The consequent emphasis on high-level training, extensive and intensive reliance on complex written materials, will make more complete and oppressive the exclusion of the uneducated and semi-literates from full participation in society. Thus, the schools and libraries must do more than provide a ladder by which bright and ambitious "lower-class"

> youths can climb into the middle class; they need to be instruments to transform the whole class itself, since society no longer will have a role for unskilled labor. This means that schools and libraries, on a massive scale, must enter into the lives and relate to the values of the whole population segment that has hitherto lived beyond their scope . . . .
>
> "The total impact of the rapid and massive sweep of social change within which we live will obviously be to increase the nation's quantitative demand for library services at all levels. But, more importantly, it will be to give weight to the seriousness of that demand. As our society becomes increasingly information-based, as the mastery of complex bodies of information becomes more essential to every aspect of its management, and, indeed, to individual functioning within that society, the library will become a more essential operating component of society. From an institution with rather general educational, cultural, and recreational aims which functions, however, worthily, somewhat on the margins of our central concerns, the library will increasingly become a part of our essential machinery for dealing with these concerns.
>
> "The greater seriousness, the greater centrality, of the library's role will justify, indeed will require, a much larger public support. But it will also impose a much heavier responsibility upon libraries and the library profession: a responsibility to use the new technology wherever it is useful, to raise and broaden professional standards, to develop broad and imaginative patterns of national cooperation, and to express in daily operations a keen and pervasive sense of the library's enlarged social commitment."

As Mr. Lacy points out, it is clearly in the national interest that we achieve optimum coordination of library services, and the mere act of President Johnson in creating the National Commission on Libraties underscored the National Government's concern about these matters. The addition of Title III to the Library Services and Construction Act, which provides modest incentive grants for library cooperative activities, demonstrated, it seems to me, that Congress is concerned and bewildered about the multiplicity of various kinds of library aid programs and feels that some way ought to be found to coordinate the existing separate activities. It is quite possible, I think, that the Federal Government, which is now encouraging library cooperation, may soon require it, if only for fiscal reasons. Another potent force which should move us more quickly toward genuine cooperation is the competition we face from the commercial information retrieval people. If we do not react vigorously and effectively to this competition, we may very well be left dying on the vine.

Our best covered-wagon circle defense or response to these internal and external pressures for cooperation appears to be through library networks. As I mentioned in my remarks at Kansas City, I see each state organized in a library network involving all types of libraries and each state network connected into a national grid resembling our telephone system. There is nothing complicated about this concept. These networks can and do work and the major obstacle preventing their establishment and effective operation is the parochial spirit that impels too many librarians and trustees to think more about "my library" or "our library" than of the customer who isn't served. Please note the use of the word "customer". It is more descriptive, when we're talking about service, than "borrower" or "library patron". These networks can be established with no new money, but it certainly helps to have funds with which to encourage cooperative activities. As my friend, Lura Currier, former State Librarian of Mississippi, said at Congressional Hearing not long ago, "I've tried giving library service with money and without money, and I want to tell you, it's better with." Mrs. Currier was unquestionably correct and I should like to make quite clear at this point that for genuine cooperative statewide networks to succeed and endure, equitable financial arrangement must be developed and carried out. If a big metropolitan public library or a large university library is asked to participate by, in effect, backstopping the smaller libraries, such a library has every right to expect to be compensated in proper measure for so doing. The little library, in short, should not expect to get a "free ride" from its larger neighbors. We don't do this with other public services and I see no reason why we should do it in the library field.

Let me illustrate what I am speaking about here with some examples from our New Jersey situation. I cite these, not as Ralph Shaw says, to tell you how we "done it good in Podunk", but because I think our experiences of the last few years are both typical and topical. Very simply, our State plan ties all our 1500 plus libraries together through a three-layer service arrangement beginning with local school and public libraries, advancing, at the second level, to fifteen to twenty-five strong point area reference libraries strategically located throughout the State and topped, at the third level, by four research libraries: Princeton University, Rutgers University, the Newark Public Library and the State Library. A Reference Referral "hot line" telephone in the State Library handles difficult questions from the second-level librarians; those that [illegible] handle are bucked on to the Research Libraries or to any other place in the country. In effect, this collect telephone call service ties the whole thing together and makes it work. Each of these three levels has its own discrete level of funding and this is clearly written out in our State Aid Bill, which was enacted a year ago. We also contract for certain special services to augment and beef up the general scheme.

Just this summer, for example, we got down to cases on some contract negotiations with Mr. Bryan of the Newark Public Library in connection with a suggested new dimensions of service we are asking Newark to provide to the densely populated northeastern section of New Jersey. This four-country area has a population of almost four million people, or two-thirds of the total State population. We are offering Newark Public a special $100,000 grant under Title I, LSCA, for taking on added functions in connection with its role as the Metropolitan-Regional Library of Northern New Jersey. Our negotiations were on a very practical across-the-table basis and the resulting contract will clearly spell out that Newark will provide consultant services in cataloging and various subject specialities--art, business, etc., to any library in its region working through and in conjunction with the appropriate area library concerned. It will also experiment in providing speedy interlibrary loan delivery service and will permit any borrower to use the Newark facilities directly on referral from his local library. In effect, Newark will enlarge its big-brother relationship to the nine area libraries and their constituent members within its geographic sphere. To pursue this just a little further, let me explain that Newark receives State and Federal funds under six other priced-out programs. They are :

Per capita - SA (first level)	$274,800	
Area Library - SA (LSCA) (second level)	82,646	
Research Library - SA (third level)	35,000	
Regional Library - SA (special)	100,000	
Poverty (Model Cities-LSCA) (Special)	16,800	(Model Cities)
*Incentive - SA	Application date Oct. 7, 1968	
	$509,246	

*Received, FY 1968, $7,500 incentive grant

One other feature of the State Aid Law should be mentioned, a provision for incentive grants for cooperative purposes. Up to $200,000 of our $8,000,000 State Aid package may be devoted to this purpose and since we are now at the half-way point in our State Aid funding, around $4,000,000; we are using $100,000 currently to fund cooperative projects. This isn't much money but, in support of the Currier thesis that money helps, quite some substantial projects have been developed, including a statewide film circuit, serving more than a million people; a ten-city cooperative acquisition project for books and periodicals and many other similar endeavors. In speaking of State Aid, I am surprised and disturbed at the lack of significant State Aid programs in most of the states represented here this evening. I don't see how you are going to have really significant library programs unless substantial sums are invested at the state level to develop and improve library services.

The arrangements that we have been developing to tie various kinds of library services together, represent a flexible and pragmatic arrangement, in that they build on strength, are subject to continuing review, and aside from the per capita grants, are priced out on clearly defind contractual bases. I point out, also, that they go beyond the State's borders in that we contract with the Pennsylvania Union Catalog and METRO, the cooperative metropolitan New York City bibliographical unit for services rendered.

The strengths of the New Jersey plan are:

1. We developed it ourselves--through a big development committee of librarians, trustees, and some lay citizens (e.g., a L W V gal).

2. We did our fighting within the committee (because if we had done it outside, we would have been arrested).

3. Everybody was kept informed through periodic reports.

4. The attitudes of the big university libraries--Princeton and Rutgers--could not have been better. Now with new state aid funds they have appointed special reference librarians to handle referrals and their collections are being tapped by daily telephone for the use and benefit of any New Jersey citizen.

5. The special libraries were included from the beginning. This was tremendously important because this group is not always involved in the mainstream of library development--perhaps because they are not always invited.

6. We agreed upon major goals and priorities and then stuck to them--with provision for a periodic review at least every five years. This is tremendously important if you are going to have continuity of effort.

7. The need for a stronger state library with broadened powers and responsibilities was recognized and specific recommendations were made to that end.

8. A "give and take" spirit which persuaded many librarians to go along with new arrangements which appeared to diminish the importance of their own institutions (e.g., Montclair, Bloomfield). The recent Newark contract is a good example of this and not too many years ago, my own staff would have been most reluctant to assign its traditional consultant services to another library.

   Perhaps we are all maturing--or perhaps we, in the State Library, are doing a better job of practicing what we preach.

From what I have read and heard about library activities in the Southwest, it is apparent that here-as in other parts of the country--much creative thinking about cooperative library practices is going on and many projects, some of considerable magnitude, are in operation--or close to it. It is easy to be impressed with these praiseworthy attempts to rise above the parochial level and to join many libraries together in various kinds of cooperative arrangements. The problem, as I see it, is that unless the Southwestern states are vastly different from the rest of the country, a considerable gap probably exists between promise and performance.

It is for this reason that I would like to share with you some informal comments about existing weaknesses as I have observed them in our New Jersey situation and in other parts of the country. They may, I think, have some application in the states represented here this evening. I'm not going to dwell on the ongoing daily relations between school and public librarians, which are simply terrible, but rather general factors in the human condition that inhibit effective library cooperation or job performance. The best plan in the world will not work properly until some of these barriers to effective cooperation are burned away.

1. Imagination (or rather the lack thereof). Characterized by the kind of individual who believes that all answers must be found in books, periodicals or documents and has never learned to use that simple electronic device, the telephone. (Mayor of Baltimore) (Vineland)

2. Inertia. After all, if you have to borrow a book on interlibrary loan, it's a lot of trouble. It's really much easier to say (smilingly, I hope), "We don't have that."

3. Ignorance. Two kinds: (1). Sheer lack of know of other sources and the referral method used to obtain materials. (2). General "Medium is the Message". Librarians have profound obligation to read, be enormously well-informed, and insatiably curious about anything and everything.

4. Jealousy. If we get the answer from another library, they'll get the credit.

5. Snobbery. The college or large city librarians who sneer at the "little research problems" that teenagers, for example, present to them. There's a reverse snobbery syndromehere that is worth mentioning. It involves the teenager who goes to the bigger library without first exploring the resources of his own school and public library simply because the bigger unit is more glamorous. It isn't just teenagers who do this, of course, and many a teacher has infuriated her school librarian by doing the same thing. Clearly delineated methods of referral may help to reduce these kinds of tensions.

6. Pride. This is characterized by the attitude, "If we don't have it, they certainly won't." (planted question -- local to area library -- never reached Trenton)

7. Protectiveness. If we refer a question and the bigger library answers it but the answer is in a source that we own, it can be pretty embarrassing. "Diplomacy is all" in this instance. Do you tell a lady her slip is showing?

8. Timidity. The old image dies hard--and many individuals find it difficult to ask for help even though their request would be warmly welcomed.

The foregoing sounds as though I attempted to parallel the Seven Deadly Sins and I confess the notion did strike me. My list, however, lacks the sex appeal of Lust and Covetousness, and I guess all they really do is demonstrate that librarians are human as anyone else; and are subject to the same kind of human failings that prevent neighborhoods, cities, states and nations from acting more effectively together. Obviously, a long, intensive period of training and retaining is required if these cooperative relationships are to be worth their investment. I am confident that this can and will be done and that gradually we shall develop the kind of warm, understanding, friendly relationships that are needed to encourage and promote the free and easy interchange of information among libraries--from the smallest village library to the sophisticated research institution. These interarrangements work best, I think, when reference questions are treated as part of a game and getting the right answer to the customer quickly is the most important thing in the world--and fun to do! This continuing interchange is absolutely essential if the quality of reference work is to be improved at the local level. The fact is that librarians operating alone with only an occasional sophisticated reference question to challenge them, simply do not develop high-level reference skills. Their wits are not sharpened; their skills are not as burnished as they would be if they were operating as part of a highly developed, high performance reference team in a research facility, where the phone is always ringing and the place is really swinging. We must try to make up for this lack by working overtime to convince all members of a network that they are full-fledged members of the team and can participate as fully by telephone and teletype as if they were in the same room that the headquarters' staff occupies in a distant city Perhaps this will be easier to arrange a few years hence when Phonovision becomes a practical reality.

On balance, then, I am definitely optimistic and I am vastly encouraged by a number of current developments in the library world. To tick off just a few:

1. The existing networks which have already evolved in several states and those which are underway in many others.

2. The report of the President's Commission with its emphasis on coordinated effort, the creation of a permanent Commission and stronger state libraries.

3. The enthusiastic reception that was accorded the Freedom of Access report at Kansas City, which stressed the need to make the total library resources of the country available to all our citizens.

4. The new regional offices of the USOE Library Services Branch which are lending great encouragement and support to evolving cooperative statewide and regional library programs.

5. The leadership and help we get from the Library of Congress--our great National Library.

6. The six-division program on cooperation being planned for the Atlantic City Conference by the five types of library divisions, with ALTA joining in. Andy Fisher and an excellent committee are doing a splendid job of planning for this two-part meeting on Thursday of conference week. In addition, four other divisions--Reference Services, Adult Services, Resources and Technical Services and Information Science and Documentation--are planning another joint session at Atlantic City on Library networks. While these two programs don't quite make this a conference within a conference, they come pretty close to it.

7. Most important of all, I sense in the younger generation of librarians, the young breed as I call them, a lively interest in readiness for innovation, experimentation and change. Since this group will be taking over very shortly, I suggest we bring them into our councils now and pay close heed to what they have to say. They may just be right!

As you can see, I am a missionary about library cooperation. I am convinced that it is the wave of the future, that it is something to be welcomed and embraced as the most exciting library development to come our way in a long time. It can and will work when librarians and trustees develop carefully thought out programs based on mutual trust, confidence, respect and, yes, affection one for another.

PART II - PROCEEDINGS

TWENTY-SECOND BIENNIAL CONFERENCE

Civic Center
Tulsa, Oklahoma

Wednesday, October 16, 1968

PRE-CONFERENCE WORKSHOPS
LIBRARY EDUCATION

Workshop Director:	Dr. Shirley K. Stephenson, Professor, Library School, Louisiana State University
Theme:	"Modern Media Services"
Place:	Learning Resources Center, Oral Roberts University
Program:	
9:00 a.m.	"The Development of the Learning Resources Center Concept at Oral Roberts" Mr. William W. Jernigan, Director, Learning Resources and Libraries, Oral Roberts University Guided tours of the Oral Roberts installation
12:30 p.m.	Luncheon "Functions of the Library and Information Science Branch of the Division of Library Services and Education Facilities, U.S. Office of Education" Mr. Paul Janaske, Chief of the Branch "Self-Evaluation as a Basis for Improving Library Education" Mrs. Florrinell F. Morton, Director of Library Education, Louisiana State University "Implementation of the AASL and DAVI Standards for Media Programs"

Mrs. Catheryne S. Franklin,
Assistant Professor, Graduate
School of Library Science,
University of Texas

NATIONAL LIBRARY WEEK

Workshop Director: Mr. Eugene Winn, National Library Week Executive Director of Oklahoma, 1967-68

Place: Mayo Hotel—Ivory Room (meeting)—Mediterranean Room (luncheon)

Time: 9:00 a.m.—4:00 p.m.

Program: Welcome—Mr. David O. Kelly, President SWLA

"Goals for the Asking"

Mr. Lee B. Brawner, Assistant State Librarian, Texas State Library

Review of the Handbook—Miss Virginia Mathews, Deputy Director, National Library Week Program

Panel: "The Role of the Lay Committee Member"

Moderator: Miss Virginia Owens, Associate Director for Planning and Research, Oklahoma Department of Libraries, Oklahoma City

Panel Members: Miss Sharon Howard, Assistant Librarian, Tempe, Arizona High School Library

Mr. John B. Richard, Librarian, Louisiana State University, Alexandria, Louisiana

Mrs. Marcie Banks, trustee, Southeast Arkansas Regional Library

Mrs. Jane Stevens, Librarian, Ponca City Library, Oklahoma

Dialogue: "Involving the Local Libraries"

Mrs. Dorothy Rosen, Director, Region III, American Library Trustee Association

Miss Ruth Warncke, Deputy
Executive Director, American Library Association

REPORT FOR NATIONAL LIBRARY
WEEK HEADQUARTERS

Miss Virginia Mathews, Deputy Directory, National Library
Week Program

PART II - PROCEEDINGS

PROGRAM

TWENTY-SECOND BIENNIAL CONFERENCE
October 16-19, 1968

Civic Center, Tulsa, Oklahoma

CONFERENCE THEME - MANPOWER AND MANAGEMENT

Wednesday, October 16

4:00-9:00 p.m.	Registration, Civic Center—Exhibit Hall
4:00-9:00 p.m.	Visit Exhibits, Civic Center
7:00 p.m.	SWLA EXECUTIVE BOARD DINNER Mayo Hotel—English Room

Thursday, October 17

8:00 a.m.-5:00 p.m.	Registration, Civic Center—Exhibit Hall
8:00 a.m.-8:00 p.m.	Visit Exhibits, Civic Center
8:00-9:30 a.m.	Coffee with Exhibitors
	FIRST GENERAL SESSION
9:30-11:30 a.m.	Civic Center—Assembly Hall
Presiding:	Mr. David O. Kelley, President, SWLA
	Welcome—The Honorable J. M. Hewgley, Jr., Mayor of Tulsa
	The Honorable Robert S. Newhouse, Chairman, Board of County Commissioners, Tulsa
	Keynote Speaker—Dr. Paul Wasserman, Dean, Graduate Library School, University of Maryland
	Topic: "Manpower Blueprint—Library Personnel for the 1970's"
	Business Meeting:
	Introduction of Exhibitors—Mr. Bryan B. Rayburn, Chief of Administrative Services, Tulsa City-County Library; Chairman, Local Arrangements Exhibits Committee, SWLA

Reports of Committees:

Nominating Committee—Mrs. Karl Neal, Executive Secretary and Librarian, Arkansas Library Commission

Constitution and By-Laws Committee—Mr. William H. Lowry, Librarian, Pioneer Multi-County Library, Norman, Oklahoma

12:00-2:00 p.m. Lunch and Visit Exhibits

12:00 noon Luncheon—

ALA Regional Membership Committee

Mayor Hotel—English Room

Chairman: Mrs. Lucile A. Boykin, Department Head, Texas History and Genealogy Department, Dallas Public Library

Resource Person: Miss Ruth Warncke, Deputy Executive Director, American Library Association

MANAGEMENT WORKSHOPS

2:00-4:00 p.m. I. "Administrative Problems of Changing Technology"

Civic Center—Meeting Room 3A

Presiding: Dr. Edward G. Holley, Director of Libraries, University of Houston

Resource Person: Mr. Melville R. Spence, Associate Director for Public Services, University of Oklahoma

II. "Problem Solving in Libraries"

Civic Center—Meeting Room 3C

Presiding: Mr. Lee B. Brawner, Assistant State Librarian, Texas State Library

Panel: Mr. David Earl Holt, Director, Austin Public Library, Austin Texas

Mr. James Cookston, State Supervisor of School Libraries, Louisiana Department of Public Education

Dr. Roscoe Rouse, Director of the Library, Oklahoma State University

Miss Maryann Duggan, Director, Industrial Information Services, Southern Methodist University

III. "Political Aspects of Library Administration"

Civic Center—Meeting Room 4A

Presiding: Miss Peggy Harper, Assistant Law Librarian, Louisiana State University Law Library

Discussion Leader: Dr. Kenneth E. Beasley, Political Science Department, University of Texas at El Paso

IV. "Money and Libraries—A Panel on Financial Management"

Civic Center—Meeting Room 4C

Presiding: Mr. Sam G. Whitten, Graduate School of Library Science, University of Texas

Panel: Mr. Johnnie Green, Arthur Anderson Company, Oklahoma City

Mr. Bryan B. Rayburn, Chief, Administrative Services, Tulsa City-County Library

Mr. Guy Logsdon, Librarian, University of Tulsa Libraries

V. "Librarians Are People—Human Relations in Personnel Management"

Mayo Hotel—Emerald Room

Presiding: Miss Virginia Owens, Associate Director for Planning and Research, Oklahoma Department of Libraries

Discussion Leader: Dr. Nancy Feldman, Professor of the City for Leadership Training, Universities of Oklahoma and Tulsa

VI. "Library Collections—Bigger? Better? Balanced"

Mayo Hotel—Ivory Room

Presiding: Mr. Donald M. Powell, Associate University Librarian, University of Arizona

Discussion Leader: Mr. Donald A. Riechmann, Director, Albuquerque Public Library

SECOND GENERAL SESSION

6:30 p.m. DINNER

Civic Center—Assembly Hall

Presiding: Mr. David O. Kelley, President, SWLA

Introductions:

Distinguished Guests

Local Arrangements Committee—Mr. Roderick G. Swartz, Chairman; Assistant Director, Tulsa City-County Library System

Awards—Presentation

SWLA Book Award—Mr. Donald M. Powell, Chairman, SWLA Book Award Committee

Howard Roberts Lamar—The Far Southwest, 1846-1912; A Territorial History

SPEAKER:

Mr. Roger McDonough, President, American Library Association
Topic: "We Are All Librarians"

9:30 p.m. EXHIBITORS
CHAMPAGNE PARTY

Civic Center—Exhibit Hall

Friday, October 18

8:00 a.m.-5:00 p.m. Registration

8:00 a.m.-6:00 p.m. Visit Exhibits, Civic Center

SECTION MEETINGS

8:30 a.m.-10:15 a.m. COLLEGE AND UNIVERSITY SECTION

Civic Center—Meeting Room 3C

Chairman: Mr. Robert A. Houze, Librarian, Trinity University, San Antonio, Texas

Program: "Current Forces Affecting Academic Library Management"

Resource Person: Dr. Paul Wasserman, Dean, Graduate Library School, University of Maryland

"Changing Technology"—

Mr. Richard L. O'Keeffe, Associate Librarian, Fondren Library, Rice University

"Relationships with Government and Industry"—

Mr. T. N. McMullan, Director of Libraries, Louisiana State University

"Training of Librarians"—

Dr. Roscoe Rouse, Director of the Library, Oklahoma State University

8:30 a.m.-10:15 a.m. PUBLIC LIBRARIES SECTION

Civic Center— Meeting Room 3A

Chairman: Miss Esther Mae Henke, Associate Director for Public Library Services, Oklahoma Department of Libraries

Program: "Management in the Public Library"

Moderator: Mrs. Florrinell F. Morton, Director of the Library School, Louisiana State University

"Administrative Problems with Changing Technology in the Public Library"

Mr. Wyman Jones, Ft. Worth, Texas Public Library

"Problem Solving in Public Libraries"

Miss Mary Louise Giraud, Librarian, Lake Charles, Louisiana Public Library

"Political Aspects of Public Library Administration"

Mr. William H. Lowry, Librarian, Pioneer Multi-County Library, Norman, Oklahoma

"Financial Management"

Mr. Travis Tyer, Librarian, City-County Library, Lubbock, Texas

"Human Relations in Personnel Management in Public Libraries"

Miss Mary Sue Shepherd, Librarian, Pulaski-Perry Regional Library, Little Rock, Arkansas

"Library Collection and Development Management"

Mr. Donald A. Riechmann, Director, Albuquerque, New Mexico Public Library

10:30 a.m.-12:15 p.m. TRUSTEES MEETING

Central Library—Aaronson Auditorium

Chairman: Mr. John Bennett Shaw, Chairman of the Board, Oklahoma Department of Libraries

Program: "Trustees and Sound Library Management"

"Public Relations"

Panel: Mrs. Donna R. Thomas, Trustee, Public Library, Deer Park, Texas

	"Personnel"
	Mr. Howard R. Clark, Trustee, Arkansas Library Commission
	"Finance"
	Mr. Walter Neustadt, Trustee, Oklahoma Department of Libraries
	"Government"
	Mr. Alex P. Allain, Trustee, St. Mary's Parish Library, Franklin, Louisiana
10:30 a.m.-12:15 p.m.	CHILDREN'S AND YOUNG PEOPLE'S SECTION
	Civic Center—Meeting Room 4A
Chairman:	Mrs. Grace Yoder Rae, Librarian, Tucson High School, Tucson, Arizona
Program:	"Lasso Your Dreams"
Speakers:	Miss Mary Ann Wentroth, Childrens Services Consultant, Oklahoma Department of Libraries
	Miss Freddy Schader, Administrative Assistant, Arkansas Library Commission
10:30 a.m.-12:15 p.m.	TECHNICAL SERVICES SECTION
	Civic Center—Meeting Room 4C
Chairman:	Miss Mary Evelyn Potts, Chief Cataloger, University of Oklahoma
Program:	"Automation and Technical Resources—The Human Dimensions of Automation"
Speaker:	Dr. Paul Wasserman, Dean, Graduate Library School, University of Maryland
12:00 noon-2:00 p.m.	Lunch and Visit Exhibits
12:00 noon	Trustees Luncheon
	Summit Club

Chairman: Mrs. Dorothy Rosen, Regional Director, American Library Trustee Association

Speaker: Mr. Roger McDonough, President, American Library Association

Topic: "Responsibility of the Library Trustee in Library Management'

2:00-5:00 p.m. Tours

4:00 p.m. OPEN HOUSE

TULSA CENTRAL LIBRARY

Conference Room

Hosts: The Friends of the Tulsa Public Library, and the Tulsa Library Staff Association

THIRD GENERAL SESSION

6:30 p.m. DINNER

Civic Center—Assembly Hall

Presiding: Mr. John Bennett Shaw, Second Vice-president, SWLA

Awards:

SWLA Scholarship Award—
Mr. Frank Blackburn, Librarian, West Texas State College Library, Canyon, Texas

Report:

Library Education Pre-Conference Workshop—
Dr. Shirley K. Stephenson, Professor, Library School, Louisiana State University

Speaker: Dr. Lester Asheim, Director, Office for Library Education, American Library Association

Topic: "New Directions in Library Education?"

Saturday, October 19

7:30-9:00 a.m. LIBRARY SCHOOL BREAKFASTS—Mayo Hotel

Louisiana State University
Founder's Room

	North Texas State University Mediterranean Room
	University of Oklahoma Pompeian Court
	University of Texas Metropolitan Room
	Texas Woman's University Emerald Room
8:00-11:30 a.m.	Visit Exhibits, Civic Center
	FOURTH GENERAL SESSION
9:00-11:00 a.m.	Civic Center—Assembly Hall
Presiding:	Mr. David O. Kelley, President, SWLA
Program:	"SWLA-ALA-NMLA-ASLA-TLA-LLA-OLA-ALA—The Professional Alphabet—Sense or Nonsense?"
Panel:	Mrs. Allie Beth Martin, Director, Tulsa City-County Library System—presiding
SWLA State Representatives:	Mrs. Inez W. Moffit, Assistant Professor, Library Science, Arizona State University, Tempe, Arizona
	Miss Freddy Schader, Administrative Assistant, Arkansas Library Commission, Little Rock, Arkansas
	Miss Frances Flanders, Librarian, Ouachita Parish Library, Monroe, Louisiana
	Mrs. Bertha R. Allen, Technical Library Division, Sandia Corporation, Albuquerque, New Mexico
	Mr. Melville Spence, Associate Director for Public Services, University of Oklahoma, Norman, Oklahoma
	Mrs. Frances de Cordova, Assistant Professor, School of Library Science, Texas Woman's University, Denton, Texas

Resource Person: Miss Ruth Warncke, Deputy Executive Director, American Library Association

Business Meeting:

Publications Committee—

Mr. Melville R. Spence, Associate Director for Public Services, University of Oklahoma, Norman

Policy Committee—Mr. Chester H. Linscheid, Librarian, New Mexico State University, University Park, New Mexico

11:00 a.m.-12:15 p.m. OKLAHOMA LIBRARY ASSOCIATION OPEN MEETING ON OKLAHOMA PUBLIC LIBRARY STANDARDS

Central Library—Aaronson Auditorium

Chairman: Mr. Ralph Funk, Director, Oklahoma Department of Libraries

12:30 p.m. LUNCHEON FOR OUTGOING AND INCOMING EXECUTIVE BOARDS

Mayo Hotel—French Room

CONVENTION COMMITTEE

GENERAL CHAIRMAN: Mr. Roderick G. Swartz, Assistant Director, Tulsa City-County Library System, Tulsa, Oklahoma
TREASURER: Miss Jan Keene, Administrative Services, Tulsa City-County Library System, Tulsa, Oklahoma
EXHIBITS: Mr. Bryan Rayburn, Chief of Administrative Services, Tulsa City-County Library System, Tulsa, Oklahoma
HOSPITALITY AND ENTERTAINMENT: Mr. Guy Logsdon, Librarian, University of Tulsa Libraries, Tulsa, Oklahoma and Mrs. Barbara Hagist, Community Services Coordinator, Tulsa City-County Library System, Tulsa, Oklahoma
MEAL PLANNING: Mrs. Pat Woodrum, Chief of Extension, Tulsa City-County Library System, Tulsa, Oklahoma
MEETING ROOMS: Miss Charlotte Anderson, Head, Readers Services, Tulsa City-County Library System, Tulsa, Oklahoma
PUBLICITY: Mr. Fred D. Neighbors, Public Information Officer, Tulsa City-County Library System, Tulsa, Oklahoma
INFORMATION: Mrs. Inalea Mullen, Regional Librarian, Tulsa City-County Library System, Tulsa, Oklahoma
REGISTRATION: Mrs. Nan Sturdivant, Personnel Officer and Administrative Assistant, Tulsa City-County Library System, Tulsa, Oklahoma
TOURS: Mrs. Evelyn Clement, Oral Roberts University, Tulsa, Oklahoma

DECORATIONS: Mrs. Norma Barnes, Librarian, East Central High School, Tulsa Public Schools, Tulsa, Oklahoma

STATE ASSOCIATION PRESIDENTS IN SWLA

1967-68

ARIZONA	Dr. Robert K. Johnson, Librarian, University of Arizona, Tucson, Arizona
ARKANSAS	Mr. Lee B. Spencer, Librarian, State College of Arkansas, Conway, Arkansas
LOUISIANA	Miss Peggy Harper, Assistant Law Librarian, Louisiana State University Law Library, Baton Rouge, Louisiana
OKLAHOMA	Miss Virginia Owens, Associate Director for Planning and Research, Oklahoma Department of Libraries, Oklahoma City
NEW MEXICO	Miss Helen M. Ketola, Librarian, Pueblo Junior High School, Los Alamos, New Mexico
TEXAS	Mr. Sam G. Whitten, Graduate School of Library Science, University of Texas

SWLA DIRECTORY OF OFFICERS

Executive Board

President: Mr. David O. Kelley, University Librarian, The University of New Mexico, Albuquerque, New Mexico

Vice-President and President-Elect: Mrs. Allie Beth Martin, Director, Tulsa City-County Library System, Tulsa, Oklahoma

Second Vice-President: Mr. John Bennett Shaw, Chairman, Oklahoma Department of Libraries Board, Oklahoma City

Secretary: Mrs. Millicent M. Hennigan, Serials Cataloger, Louisiana State University Library, Baton Rouge, Louisiana

Treasurer: Mr. Sam G. Whitten, Graduate School of Library Science, University of Texas

Immediate Past President: Mrs. Karl Neal, Executive Secretary and Librarian, Arkansas Library Commission, Little Rock, Arkansas

Section Chairmen

Children and Young People: Mrs. Grace Yoder Rae, Librarian, Tucson High School, Tucson, Arizona

College and University: Mr. Robert A. Houze, Librarian, Trinity University, San Antonio, Texas

Public Libraries: Miss Esther Mae Henke, Associate Director for Public Library Services, Oklahoma Department of Libraries, Oklahoma City

Technical Services: Miss Mary Evelyn Potts, Chief Cataloger, University of Oklahoma, Norman, Oklahoma

Committee Chairmen

Awards: Mr. Donald M. Powell, Assistant Librarian, University of Arizona, Tucson, Arizona

Constitution and By-Laws: Mr. William H. Lowry, Librarian, Pioneer Multi-County Library, Norman, Oklahoma

Exhibits: Mr. Lee B. Brawner, Assistant State Librarian, Texas State Library

Library Education: Dr. Shirley K. Stephenson, Professor of Library Science, Louisiana State University, Baton Rouge, Louisiana

Local Arrangements: Mr. Roderick G. Swartz, Assistant Director, Tulsa City-County Library System, Tulsa, Oklahoma

Nominating: Mrs. Karl Neal, Executive Secretary and Librarian, Arkansas Library Commission, Little Rock, Arkansas

Policy: Mr. Chester H. Linscheid, Librarian, New Mexico State University, University Park, New Mexico

Publications: Mr. Melville R. Spence, Associate Director for Public Servies, University of Oklahoma, Norman, Oklahoma

SWLA Newsletter: Editor—Mrs. Sue B. Von Bodungen, Assistant to the Director, Louisiana State University Library, Baton Rouge, Louisiana

Scholarship: Mr. Frank M. Blackburn, Librarian, West Texas State University, Canyon, Texas

State Representatives

ARIZONA	Miss Inez W. Moffit, Assistant Professor, Library Science, Arizona State University, Tempe, Arizona
ARKANSAS	Miss Freddy Schader, Administrative Assistant, Arkansas Library Commission, Little Rock, Arkansas

LOUISIANA	Miss Frances Flanders, Librarian, Ouachita Parish Library, Monroe, Louisiana
NEW MEXICO	Mrs. Bertha R. Allen, Technical Library Division, Sandia Corporation, Albuquerque, New Mexico
OKLAHOMA	Mr. Melville Spence, Associate Director for Public Services, University of Oklahoma, Norman Oklahoma
TEXAS	Mrs. Frances de Cordova, Assistant Professor, School of Library Science, Texas Woman's University, Denton, Texas

SOUTHWESTERN LIBRARY ASSOCIATION

CONVENTION—EXHIBITORS

OCTOBER 16-19, 1968

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50 East Huron Street
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950 University Avenue
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116 West Third
Tulsa, Oklahoma 74103

MINUTES OF THE
SOUTHWESTERN LIBRARY ASSOCIATION BOARD MEETING

In Tulsa at the Mayo Hotel
October 16, 1968, 7:00 p. m.

Mr. Kelley introduced himself and then introduced Senor Garza, President of the Mexican Library Association. The others at the meeting then introduced themselves.

The minutes of the previous board meeting were not read, as each person had received a copy. A correction of the minutes was noted: Concerning the Scholarship Committee, Mr. Pearce Grove, a member of the committee is from Easter, New Mexico, not Arizona.

Mr. Whitten read the Treasurer's report.

Mrs. Martin, incoming President, was called on for any announcements. She had none.

Mr. Spence, publications chairman, said that New Method would pay for the printing of the program but their name had been left off by mistake.

Mr. Rod Swartz, in charge of local arrangements, announced that the location of the College and University Section had been changed to the Emerald Room, Mayo Hotel. He also stated that 203 people had pre-registered and that Thursday night would also be a dinner meeting, but had been left out of the advance information.

Mr. Frank Blackburn, scholarship chairman, announced that two awards were given, one to Miss Mary Ann Mayhew and the other to Mrs. L. Glenn Masterson. He said that he had been notified that Miss Mayhew was taking eleven (11) hours instead of twelve (12) hours which is considered full time study. He thought that we should not worry about that one (1) hour. He also stated that we should not have a scholarship. Our applicants were receiving other scholarships. Mr. Blackburn thought that the chairmanship should be rotated. He moved that the incoming committee study the situation. This was seconded by Mr. Lee Brawner. We face many problems, and we should study how to use our money.

Mr. Kelley suggested that we postpone discussing the Scholarship Committee.

Mr. Whitten stated that we need to stop and think what we are doing and what purpose we are serving. We are the largest of the regional groups, 6,500 members. He suggested that we re-organize on an individual membership. He said that the Texas Library Association endorses this idea. He stated again that we needed a reason for existing.

Mr. Kelley stated that the Policy Committee had made a recommendation for individual membership, but this had been voted down.

Mrs. Martin reminded us of the advantages of an automatic membership. We are relived of all the book work of individual membership.

Mrs. Martin said that the association had been considering applying for a World Book Encyclopedia A.L.A. Goals Award Fund to study our needs.

Mr. Lee Brawner suggested that we consult the six member states and see what they wanted SWLA to do. Perhaps we need a Library Development Committee. Mr. Kelley could appoint a special committee on this matter.

The program meeting on Saturday will discuss the matter of the role of the State.

Mr. Whitten said that 31 states belong to regional organizations and that some of the larger states do not.

Dr. Shirley Stephenson said that she would hate to see the Regional organization dissolve, as it was very rewarding.

Mrs. Neal stated that the members always enjoyed coming to the meetings; the programs were good; the exhibits were good. Everyone had been busy.

Mrs. Neal presented the Nominating Committee report:

President - Mrs. Allie Beth Martin
First Vice-President and President-
elect - Mr. Lee B. Brawner
Second Vice-President - Mr. Donald M. Powell
Secretary - Mrs. Reva Chesson
Treasurer - Mr. Robert Keathley

Mr. William Lowry, Constitution and by-laws Committee, passed out a written report.

Mr. Kelley stated that he wanted it cleared up about Honorariums.

Mr. Spence, Publications Committee, had no report. He stated that there was a new method for mailing the newsletter. Each state or agency assumes the responsibility. The Editor mails to Institutions and the State Association addresses and mails the others.

Mrs. Sue Von Bodungen said that she had many requests for subscriptions but only Institutional memberships were available. She asked also why some should have complimentary copies and others not. Why not have a regular subscription. Mr. Kelley suggested that Mr. Spence make a recommendation as to subscriptions.

Mrs. Martin announced that the 1962 and 1966 Proceedings were now ready. Mr. Whitten has many requests for the Proceedings.

Mrs. Hennigan asked that a statement concerning the duties of the Secretary should be made clear. In the Handbook, Page 2 of the By-laws states that the Minutes of the past biennium be turned over to the Texas State Library, Page 6 of the Policies and Proceedures Manual, states that the minutes should be turned over to the incoming Secretary, who will then send them to the Texas State Library at the end of the next biennium. The Executive

Board agreed that the Proceedure on Page 6 of the Policies and Proceedures Manual should be followed and that Page 2 of the By-laws should be corrected.

Mr. Shaw, a trustee was called on. He asked us to urge all Trustees to attend the meeting and luncheon on Friday.

The meeting was adjourned.

Millicent Hennigan
Secretary

SOUTHWESTERN LIBRARY ASSOCIATION
MEETING OF OUTGOING AND INCOMING EXECUTIVE BOARDS
SATURDAY, OCTOBER 19, 1968, 12:30 p.m.
MAYO HOTEL, TULSA, OKLAHOMA

Mr. Kelley opened the meeting by introducing Mr. Gene Wright from the New Orleans Public Library who has consented to be Local Arrangements Chairman for the joint meeting, in New Orleans, of Southeastern Library Association and the Southwestern Library Association, on October 31-November 2, 1972. A discussion followed; Mr. Kelley suggested that Mr. Wright appoint local people for many responsibilities and check with the hotels as soon as possible.

Mr. Kelley announced that the meeting for 1970 would be in Fort Worth, Texas, November 5-7, with Headquarters at the Sheraton Texas Hotel. Mrs. Luella Higley is in charge of local arrangements.

Mr. Sam Whitten said that Galveston had invited us for 1974. It was moved by Mr. John B. Shaw and seconded by Miss Potts that we meet in Galveston, pending an investigation by the Board.

There was a discussion concerning the late mailing of the newsletter. This was unavoidable. Mrs. Sue Von Bodungen, asked what she should do with the back issues of the Newsletter. Should it go to the Archives? She was instructed to consult with Mr. Lee Brawner.

Mr. Kelley stated that Mrs. Pearl Wilson had said that the School librarians needed a Section. There was a discussion. Mrs. Hennigan suggested that perhaps the name of the Children's and Young Peoples Section could be changed to include "School" in its name, for indeed this section concerned the school libraries.

Mr. Shaw moved that we send a telegram to Miss Sallie Farrell, congratulating the Louisiana State Library on the establishment of the 64th Parish Library, which now gives library service to the entire state. This was seconded by Mrs. Allen, and the motion passed.

Mr. Shaw reported that 71 trustees attended the Trustee section meeting and luncheon. He also reported that at the next Board meeting, the matter of establishing a Trustee Section would be discussed and that there would be a Trustee program at the 1970 meeting.

Mr. Kelly asked if we wanted to contribute $500 to the A.L.A. Washington office. It was decided to wait and make a decision at A.L.A. Midwinter after the budget is studied.

Mrs. Martin said that what the Association does will depend upon what money it has. She said that if we plan to request a grant for a self study, the recommendation has to be made to the Awards Committee within two weeks after the A.L.A. Midwinter meeting. She explained that the World Book Encyclopedia A.L.A. Goals Award is $24,000. Maybe we need a draft to be presented to the A.L.A. Awards Committee. The Group agreed that the idea was a good one. Mr. Kelley said that he would appoint a Committee to study this immediately.

Mrs. Karl Neal thanked Sue Von Bodungen for her fine job as editor of the Newsletter and also stated that she thought the SWLA filled a great need and was most important to many people.

Miss Frances Flanders, State Representative from Louisiana stated that the L.S.U. Library School Alumni wished to make it known that they felt that the SWLA was most worthwhile and rewarding and should continue to exist. This statement is the result of a discussion at the L.S.U. Library School Alumni Breakfast.

The Board asked Mrs. Hennigan to write to Mr. John Anderson and thank him for planning such a fine program.

Mrs. Millicent Hennigan
Secretary

SOUTHWESTERN LIBRARY ASSOCIATION

BUSINESS MEETING

SATURDAY, OCTOBER 19, 1968

TULSA, OKLAHOMA

The Business Meeting was opened by President Kelley after the conclusion of the Fourth General Session which consisted of reports of representatives from each of the six states in the Association.

Mr. Kelley called for two committee reports:

Mr. Mel Spence presented the report on Publications.

The President read the report of the Policy Committee in the absence of Mr. Chester Linscheid.

The report of the Nominating Committee was read by Mr. Kelley (This is given in full in Mrs. Neal's report). As there were no nominations from the floor, Mrs. Freddy Schader moved that the report of the Committee be accepted. The motion was seconded and passed.

Mr. Kelley asked if there was any additional business.

Mr. Maurice Walsh asked why couldn't we meet in Mexico City in the future. There was a discussion. Mr. Kelley stated that this would be discussed at the Executive Board Meeting at noon. Mr. Kelley said that Mexico could not be a member of Southwestern for various reasons, but we should cooperate with our Mexican neighbors by developing cooperative projects, by meetings, etc.

The President asked for comments on Dr. Lester Asheim's talk dealing with the different levels of library service. There were no comments. Mr. Kelley said that this would be a subject for future consideration.

Mr. Kelley said that attendance at this last meeting was the best that he had ever seen, and he appreciated the fact that many stayed over for this business meeting.

The President announced that there would be a meeting of the Incoming and Outgoing Boards at the Mayo Hotel at 12:30.

Mr. Kelley then declared the SWLA Conference adjourned.

REPORT OF THE SWLA BOOK AWARD COMMITTEE

October 16, 1968

The SWLA Book Award Committee was enlarged this biennium by the addition of one member to bring its strength to seven--one representative from each state in addition to the chairman. The members of the committee were:

Miss Ernesting Bohlmann, Phoenix Public Library
Mrs. Mildred A. Barrett, New Mexico State University Library
Miss Marie Harvin, Texas Medical Center
Brother Cassian Miller, St. Edward University
Miss Elizabeth Raulins, Louisiana State Library
Mr. Martin Wenger, Pioneer Multi-County Library, Norman
Mr. Donald M. Powell, Chairman, University of Arizona

Otherwise there was little conscious departure from the pattern of work set by the former chairman, Ed Scheerer. The chairman, who fortunately for him, edits a little monthly list, Books of the Southwest, dredged up titles from his mind, scanned his lists and combed such obvious sources as the CBI, Book Review Digest and the LC subject catalog for titles of possible award candidates. Some suggestions were also received from members of the committee. The list was then sent to committee members who read or scanned as many as they could, and then reported their first choices in a semi-final selection. The two titles which scored highest were then reread by the committee and the final selection made. This was done for books for 1966 and 1967. Final choice was between the winning titles for each year. As you know, Howard Lamar's The Far Southwest was the 1966/67 winner.

In spite of the fact that the committee's work must be done entirely by correspondence--the chairman wouldn't recognize some of his members if he stumbled over them--it manages to do a great deal of work and for the most part to meet its deadlines--with some occasional prodding. All of the members deserve accolades for their serious and discriminating reading.

Donald M. Powell
Chairman

Date: October 16, 1968
To: Executive Board, Southwestern Library Association
From: Constitution and By-Laws Committee
Subject: Proposed By-Laws Change

It has been recommended by the Arizona Library Association through its state chairman of the Constitution, By-Laws and Policy Committee (Mr. W. R. Henderson) in a memorandum dated February 14, 1968, that By Law No. 1 of the Southwestern Library Association be changed. The specific request is that By-Law No. 1 be changed so that state delegates take office at the time of their election or appointment rather than on January 1 of the year following the biennial meeting. The reason cited to justify the change is that state delegates elected in the spring (when most Associations hold their annual meetings) must wait at least eight months to assume office. It also means that most state delegates do not participate officially in a conference until approximately one month before the terminations of their office, and after their successors have been named.

After considering this proposal, your Constitution and By-Laws Committee has concluded that the present By-Law is preferable to the suggested change. It seems logical that delegates' offices be coterminous with those of the Association's officers. It also appears that the biennial Conference represents the culmination of the biennium, and it is not illogical that terms of officers and delegates terminate shortly after the conclusion of the Conference. It may appear awkward that a delegate begins his work some eight months after his election, but the difficulty seems more theoretical than real. Another consideration is that Arkansas, which holds its state meeting in the fall, might not be able to name its delegate in time for him to participate officially in the biennial Conference.

Leon Raney
Lee Spencer
William Lowry, Chairman
Constitution and By-Laws Committee

The Southwestern Library Association Nominating Committee presents the following slate of officers for the biennium beginning January 1, 1969, ending December 31, 1970:

President - Mrs. Allie Beth Martin, Director
Tulsa City-County Library System
Tulsa, Oklahoma

First Vice - President & President-elect - Lee B. Brawner
Assistant State Librarian
Texas State Library, Austin, Texas

Second Vice - President - Donald M. Powell
Associate University Librarian
The University of Arizona, Tucson, Arizona

Secretary - Mrs. Reva Chesson
Supervisor of School Libraries
Calcasieu Parish School Board
Lake Charles, Louisiana

Treasurer - Mrs. Robert Keathley, Librarian
Arkansas River Valley Regional Library
Dardanelle, Arkansas

President - 1967-68 - David O. Kelley, Librarian
Zimmerman Library
University of New Mexico
Albuquerque, New Mexico

Respectfully submitted,

Miss Mattie Ruth Moore

Mrs. Dorothy Rosen

Mrs. Karl Neal, Chairman
Nominating Committee
October 17, 1968

REPORT OF THE POLICY COMMITTEE

President David O. Kelley
Southwestern Library Association
Zimmerman Library
University of New Mexico
Albuquerque, New Mexico

The Policy Committee of SWLA conducted its business by correspondence and did not meet as a body. One interim report was made by its chairman to the Executive Board at its meeting in San Francisco in June, 1967.

Several possible changes in policy were considered. These were (1) individual membership and membership payments in SWLA as over against the present pro-rated portion of state association membership dues, (2) annual rather than biennial meetings of SWLA, with the possibility that in alternate years that meeting might be a working board and committee situation similar to ALA Midwinter, and (3) publication of a journal by SWLA.

It was suggested that the membership of SWLA might be polled with regard to these possible changes. Action was deferred until a later meeting of the Executive Board.

Respectfully submitted,

Chester H. Linscheid, Chairman
William J. Hoffman
Miss Mary Sue Shepherd
J. Norman Heard
Mrs. William E. Heinmann
David E. Holt

SOUTHWESTERN LIBRARY ASSOCIATION

PUBLICATIONS COMMITTEE

BIENNAL 1966-1968 REPORT

No Meetings were held during the two years of the Committees' existence as it was found feasible for all business to be conducted through correspondence. Members of the Committee were Mrs. Sue B. Von Bodungen (Editor, SWLA Newsletter), Mr. Edward Miller (Editor, SWLA PROCEEDINGS), and Melville R. Spence (Chairman).

During the bienium four editions of the Newsletter were issued and, it is hoped, two numbers of the Proceedings will be made available by the time of the 1968 meeting.

At the Executive Board meeting in San Francisco (June, 1967) the possibility of publishing a quarterly journal in place of the Newsletter was discussed. The Committee was asked to investigate the cost of such a publication. Letters were sent to the editors of other regional library associations that do publish such a journal. Costs were found to vary from approximately $4,000 to $6,000 per year. Advertising income covered all the way from 22 percent to 86 percent of the costs. It was the opinion of the Committee that SWLA should not start a quarterly journal unless sufficient funds and personnel were available to produce a good publication. A report to this effect was presented to the Executive Board at the meeting that took place in Bal Harbour, Florida in January, 1968. It was adopted as presented.

The Committee also presented to the Board in January, 1968, a recommendation for a change in the mailing procedure of the Newsletter. The suggestion was that each state association, or an agency of its designation, shall be responsible for the distribution of copies to individuals within that state. This recommendation too, was approved by the Board.

Respectfully submitted,

Mrs. Sue B. von Bodungen
Mr. Edward Miller
Mr. Melville R. Spence, Chairman

SUBJECT: Report of the 1967-68 SWLA Scholarship Committee
TO: SWLA Executive Board
DATE: October 16, 1968

ACTIVITIES

Although President Kelley appointed a Scholarship Committee early in 1967, because of a series of misunderstandings, delays, and frustrations - too long, involved and confusing to relate here - no $750 SWLA scholarship was awarded by the committee for academic year 1967-68.

The committee chairman reported this situation to the Executive Board at its luncheon meeting held in conjunction with the 1967 Summer ALA Conference in San Francisco. Following this report the committee was authorized to award up to two such scholarships for academic year 1968-69.

On that authorization the committee awarded two $750 scholarships for academic year 1968-69, with the eventual winners being Mrs. L. Lynne Masterson, of Oklahoma, and Mrs. Mary Anne S. Mayhew, of Arizona. Mrs. Masterson is presently enrolled for graduate study in the School of Library Science, University of Oklahoma, Norman; Mrs. Mayhew is enrolled for similar study in the Indiana Graduate Library School, Bloomington.

The awarding of these scholarships followed the mailing of some 200 announcements, receipt of approximately 50 requests for application forms, the later receipt of 18 bonafide completed applications, and, throughout all this, seemingly endless two-way correspondence. The two selected tentative winners - Mrs. Sylvia Cobb and Miss Carol Kay Thrasher, both, by coincidence, from Midwest City, Oklahoma - withdrew their applications following receipt of more remunerative federal HEW scholarships. The first two alternates - Mrs. Masterson and Mrs. Mayhew, both well-qualified, deserving and eligible - were then awarded the scholarships.

COMMENTS

There is considerable doubt, in the mind of the committee chairman, whether there is a real need or justification for the continued awarding (at least in the immediate future) of SWLA scholarships. With the number of scholarships, loan and/or work-study programs available for various sources (federal government, library schools, other) almost any determined future librarian can find some sort of financial aid, if needed, to attend library school. With this in mind, and considering all of the other needs of SWLA - funds for a quality quarterly publication, funds to pay the salary of an Executive Secretary, etc., etc. - is SWLA justified in using $1,500 a biennium of its chronically low monetary assets to award one or two more scholarships?

But should it be finally determined that the awarding of scholarships will be continued by SWLA - there was a decision by the Executive Board, at its June 1968 meeting in Kansas City, to award one $1,500 scholarship bi-annually, the year of the Conference - then this committee offers the recommendations detailed below.

RECOMMENDATIONS

Since it appears that SWLA will continue to award library school scholarships, the Scholarship Committee makes two recommendations:

> One, that, if its committee members are re-appointed to second (or more) two-year terms, the chairmanship be rotated to spread the workload more equitably;
> Two, that application forms and selection procedures be studied, revised and improved by the incoming committee so that it will have more information and better criteria on which to select the winner of the scholarship.

CONCLUSION

It is only proper and fair that this statement be appended: the above comments and recommendations are the work and responsibility of the committee chairman solely. The other two members of the committee have not seen this report. The chairman, writing this to meet the 1968 Tulsa Conference deadline, can only hope that they, when they read it, will approve and concur.

Respectfully Submitted,

Pearce S. Grove
Roscoe Rouse
Frank M. Blackburn, Chairman

ARIZONA STATE LIBRARY ASSOCIATION

The Arizona State Library Association, under the consultant leadership of Mrs. Grace T. Stevenson of Tucson, has received and filed the findings of the State Library Survey conducted by the Bureau of Research and Services at Arizona State University at Tempe.

The major business at hand is the implementation of the survey, and Mrs. Stevenson suggested that we will need to establish priorities both short and long term. To achieve the best long term results, the profession must act in concert within an agreed upon plan !

Mrs. Stevenson went on to suggest the following areas high on the priority list:

1. Co-ordination with the LSCA Advisory Board which has the responsibility for advising the State Library on the administration of Title III of LSCA. Minimum standards should be established for public libraries participating in state and federal funds.

2. The establishment of district reference and service centers.

3. The appointment of a sub-committee to examine current laws, compare them with library legislation in other states, and with legal assistance, prepare new legislation, if needed.

4. A Study of the feasibility of a communications network to provide rapid service to readers.

5. The appointment of a sub-committee to work on methods of bibliographic control in large libraries, and to investigate possibilities of grant funds to assist in such a project.

6. The appointment of a committee to work on state-wide standards for library service.

7. The establishment of a public information program - likely the most important aspect of the survey implementation!

In addition to the problems attendant upon the implementation of the survey, Arizona librarians are becoming increasingly concerned about such matters as:

1. The need for a regional development of an automated data processing center for the processing of all library materials.

2. Graduate education for librarianship and information retrieval. The Board of Regents has given the go-ahead signal for both the University of Arizona at Tucson and Arizona State University at Tempe to develop graduate programs beamed toward eventual ALA accreditation.

3. The suitable education for semi-professional personnel. Mesa Community College is now in its second year with such an exploratory program.

4. Defining and planning programs of cooperation between type of libraries - both locally and across state lines. School librarians from Arizona and California will be testing the feasibility of such a plan at a joint meeting in Yuma on January 25 and 26.

REPORT OF ARKANSAS LIBRARY ACTIVITIES

BY FREDDY SCHADER, ARKANSAS REPRESENTATIVE TO SWLA*

Arkansas libraries moved ahead on many fronts during this biennium. The parade of progress might well begin by noting the greatly increased membership in the Arkansas Library Association and end by visiting the more than eighty new or enlarged public, college, and school library buildings with expanded patterns of service. Although the Association alone could not take credit for all the gains, the object of the Association is to work closely with the Arkansas Library Commission to extend and promote library service and the profession of librarianship in Arkansas. Dedicated librarians and trustees working together have accomplished some of Arkansas's long range plans. At the end of 1966 there were 802 members in the Arkansas Library Association while today there are 988 members. Expanded library services have been evident through (1) new programs, (2) publications, (3) recruitment, (4) workshops, and (5) new buildings.

When the Library Services and Construction Act added Titles III and IV-A and IV-B, informational meetings were held separately concerning each title with representatives from all eligible agencies and libraries, and representatives from the Arkansas Library Association. Title III, Interlibrary Cooperation, seeks to set up a network of libraries of all types sharing the resources of all. The Arkansas Library Commission became the hub of such a network when a WATS line was installed in March. The Arkansas Industrial and Research Center and the State Technical Services Program joined the network and questions from business and industry are relayed to their libraries on the Technology Campus. Calls are initiated at the Arkansas Library Commission on regular schedule to cooperating libraries. This augments the daily service of request slips that arrive in every mail.

Another cooperative venture has been the Greenaway plan for book selection. The four public libraries in greater Little Rock each subscribe to books from certain publishing companies. The books are shelved in a room at the Little Rock Public Library, are are kept there for one month. Staff members from the four libraries meet once a month to discuss the books and to select books for their own libraries. The room is open for use to any librarian, teacher, or adult interested in examining books before purchasing them.

One of the newest programs is the establishment of a Children's Book Examination Center. This will be formally opened during National Children's Book Week. The Center, located in rented quarters on the ground floor under the Arkansas Library Commission, will contain five separate non-circulating collections; current books, basic books, (a core collection of recommended titles found in CHILDREN'S CATALOG, JUNIOR HIGH SCHOOL LIBRARY CATALOG, and the ELEMENTARY SCHOOL LIBRARY COLLECTION), special exhibits (i.e. award books, foreign language books), reference and bibliographical materials, and a limited number of audio-visual materials. The Center, patterned after the Wisconsin Cooperative Children's Book Center, will serve as an examination center for individuals and groups to read, examine, and evaluate for their own purposes the very best in children's literature.

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*Miss Schader, Administrative Assistant, Arkansas Library Commission

The Arkansas Library Association has always published ARKANSAS LIBRARIES in cooperation with the Arkansas Library Commission. ARKANSAS LIBRARIES is the quarterly publication with articles concerning all types of library activity in the state. The fall issue contains a directory of membership in the Association. In 1967 Mr. Roscoe Cox, Chairman of the Trustees' Division of the Arkansas Library Association became interested in securing a list of all library trustees in Arkansas. In response to a letter to head librarians, names of library board members for city, county, and regional libraries were received. The Association financied a mimeographed list, DIRECTORY OF TRUSTEES. The twenty page directory, containing trustee's name, library, and address has proved most useful. Every public and college library in the state received a copy.

To help with recruitment the Arkansas Library Association has awarded two scholarships of $750.00 each for the past two years. The scholarships are awarded to students who have been accepted in accredited Library Schools and are working toward a Master's Degree. For a good many years the Arkansas Library Commission has employed college students for summer work who show an interest in becoming librarians. At the end of the summer for the past two years, the Arkansas Library Association has given a luncheon to honor these library recruits. Some of the recruits work in the county and regional libraries out in the state. This year Mrs. Lucille Murphy, Chairman of the Recruitment Committee, was hostess for a luncheon at the Sam Peck Hotel for 65 guests--the recruits and the librarian for whom they worked. Mrs. Murphy spoke on "Paging Your Future", the subject of a recruitment pamphlet published by the Arkansas Library Commission.

The Arkansas Library Association and the Arkansas Library Commission have jointly sponsored many workshops during this biennium. On March, 1967 four hundred librarians, trustees, and friends of the library met for a dinner meeting at Arkansas Polytechnic College in Russellville to make plans to implement goals for National Library Week. Mr. John Ed Chambers, banker, Danville, served as lay chairman and Mrs. Katharine Keathley, librarian, Arkansas River Valley Regional Library, served as executive director. Mrs. Bessie Moore spoke on "A Decade of Progress - Assignment for the Future". The dinner meeting - workshop idea for National Library Week was repeated on April 25, 1968 in Russellville.

Annually the Arkansas Library Association has sponsored workshops for the trustees of Arkansas. On April 11, 1967 the Trustees' Workshop was held at the new Arkla Building with talks by Arkansas legislators on the prospects of getting a new state library building. Then Mr. C. Lamar Wallis, director, Memphis Public Library, who has served as a new buildings consultant for Arkansas, spoke on "Arkansas Libraries and the Road Ahead". The afternoon session was a panel, moderated by Mrs. Robert Pitts, order librarian, Arkansas Library Commission on "Adult Book Selection Problems". The idea was copied with permission by Mrs. Eleanor T. Smith from a similar panel that she moderated at the ALA meeting in New York City. In May of 1968 the Trustees' Workshop was held in Springdale, Arkansas, where Miss S. Janice Kee moderated a panel on "Role of the Public Library in Expanding Services".

The "workshop on wheels", Arkansas' chartered bus to the ALA conferences, carried 31 librarians to San Francisco (14 flew out and joined the group), and 35 library passengers to Kansas City. Libraries were visited all along the way, including the beautiful new Tulsa Public Library. Bus trips sponsored by the Arkansas Library Association always become an educational as well as a recreational journey. A chartered bus trip is now planned for the Tulsa SWLA meeting.

The 13th Arkansas Book Fair, co-sponsored by the four public libraries of Greater Little Rock, the Children's Book Council of New York City, and the Arkansas Library Association, was held in the North Little Rock Armory the week of November 13-17, 1967. The Armory provided an ideal setting for over 1500 children and adults to browse among the hundreds of new and recommended books and for the programs presented twice daily. Visiting authors Gardner Soule, Alice Torrey, C. B. Colby, and Victoria Johnson spoke after the school children had presented book activity programs about the writers' books.

Many libraries in Arkansas have been small and inadequate in size, and expansion of services could come only through new or expanded library buildings. During the last two years, 56 new elementary school libraries have been organized and opened. Among the outstanding new high school libraries, are those at Marked Tree and El Dorado. Marked Tree has developed a model profession library for use by teachers and administrators in the area. El Dorado has concentrated on enriching its non-book materials collection with departmental or satellite centers to assure maximum use of the materials. Eight new college and university libraries have been opened during this biennium with the largest one on the campus of the University of Arkansas at Fayetteville. The most unusual one is the undergound Hendrix College Library built on berm architectural lines, a refined version of Arkansas' Indian mounds. It contains 32,000 sq. ft. and shelving capacity for 115,000 volumes. Since the advent of LSCA Title II funds thirty public libraries or additions to existing libraries have been built. Of this number, twelve have been dedicated and opened for business during the last two years. These range from a store front building in Lincoln, Arkansas to a remodeled picture show that turned out exceptionally well for a library at Benton to a two-level addition to the Boone County Library (headquarters for the North Arkansas Regional Library) that more than doubled its size. On all construction projects the library boards and interested townspeople raised the necessary 40% in local funds in order to qualify for the 60% federal matching money. Travel any direction in Arkansas and you will see a new or remodeled library giving expanded service.

One goal set up in the long range plans by the Arkansas Library Commission and the Arkansas Library Association has not yet been accomplished. The top priority goal is for the construction of a state library building on the State Capitol grounds. During the 1967 session of the legislature many organizations gave statewide endorsement to legislation that would have financed the construction of a four million dollar state library building by using a part of the cigarette tax collected for adhering the stamps to the cigarette packages. The bill passed the House by a vote of 75 - 8, but was kept from being brought up in the Senate by the cigarette lobby. This year friends of Arkansas libraries are more determined than ever to get the legislation passed. A strong legislative committee appointed by the President of the Arkansas Library Association, has secured the help of the Library Development Committee which consists of at least one person from each of the 75 counties. As one person said, "We lost a skirmish in 1967, but the war is not yet over and forces are massing for 1969".

Two somewhat unrelated but outstanding events must be mentioned because of their effect on Arkansas libraries. Mrs. Bessie Moore, Chairman, Arkansas Library Commission, was appointed to the President's National Advisory Commission on Libraries. For two months Mrs. Moore and several other members of the President's Commission held hearings in ten cities extending from Tampa, Florida to Nome, Alaska on the adequacy and/or needs of the public libraries. The Commission's report carrying recomendations is now in the hands of the President.

The other event followed the destructive tornado that swept through Greenwood, Arkansas on the afternoon of April 19, 1968. The Court House and all other public buildings except the new Sebastian County Library were destroyed. The library became the center of the community. The Red Cross, the sheriff, the police, the welfare department, the county offices--all moved into the library. Until a mobile kitchen reached Greenwood, the library was the only place dispensing coffee. Truly the library was and is the heart of the community.

The Parade of Progress in Arkansas libraries moves on with the dedication services for new buildings in Crossett, Yellville, and Bald Knob set for November dates. Librarians and trustees are working on many many committees. Perhaps the one goal, a state library building on the state capitol grounds, will be a reality before another biennium rolls away.

FRANCES FLANDERS, LOUISIANA REPRESENTATIVE

SOUTHWESTERN LIBRARY ASSOCIATION

1967 - 1968

It has been my pleasure to serve as the Louisiana Representative to the Southwestern Library Association for the past two years. During that time, I have attended three meetings of the Executive Board. I have learned to know the members of the Executive Board and have gained a deeper knowledge of the library situation in the Southwest.

This report is designed to give a picture of library progress in Louisiana during the past bienium. Of primary importance was the survey "Library Service in Louisiana, keeping pace with progress in the State" made by John A. Humphrey and James Humphrey III. The Louisiana Library Association sponsored the study and it was financed by the State Library with federal funds available under the Library Services and Construction Act, Title 1. A Survey sub-committee of the Library Development Committee of the Louisiana State Library Association had general supervision over the study, with the Louisiana State Library serving as a liaison between the Survey Sub-Committee and the Survey Director. The Survey began in January of 1966 and the completed document was presented in the spring of 1968.

The report has implications for improvement in all types of libraries in Louisiana. At the present time, each section of the Louisiana Library Association is making a careful study of the report as it applies to their field. Miss Vivian Cazyoux is Chairman of the entire study Committee. The Committee from each section will formulate recommendations, based on the survey document, which they will present to the Association at the Spring meeting.

With the opening of the Jefferson Davis Parish Demonstration Library on October 20, 1968, each of Louisiana's 64 Parishes will have public library service. This is the culmination of a program set in action in 1925 when Miss Essae M. Culver came to Louisiana as Executive Secretary of the Louisiana Library Commission and began the demonstration plan for establishing libraries in Louisiana. It was possible to complete this program in the past bienium because of the availability of funds from the Library Services and Construction Act, Title 1. During the years of 1967 - 1968 successful demonstrations were completed in West Baton Rouge, St. James, St. John, and West Carroll Parishes, with local support assured. Although the Demonstration in St. Landry Parish failed to provide local support for the library, part of the investment in time and money was salvaged in the establishment of a Bi-city library for Opelousas and Eunice, for which local municipal funds were provided. The demonstration in Assumption Parish opened in the spring of 1968.

In the summer of 1967 the Louisiana State Library inaugurated a program of Library Internship as a recruiting device. This was so successful that it was continued and enlarged in the summer

of 1968. During the first summer, eight interns served in seven different libraries. In 1968, there were twenty-nine interns in fourteen different libraries. These interns were given a broad view of librarianship as a profession and were assigned specific duties in the individual libraries.
The interns were college students, carefully selected by a screening committee from a much larger number who applied. They worked for ten weeks, and we feel that this was a most excellent recruiting device.

The Louisiana State Library has been able to increase the number of scholarships awarded for graduate study in the field of Library Science. Five scholarships of $2,000 each were granted for this purpose in 1968.

From Federal funds the Louisiana State Library was able to make grants to the seven largest libraries in Louisiana in the spring of 1967 for the purpose of enriching their collections. They also provided funds for Library Consultants to publicize services to the blind in the spring of 1968. These consultants were attached to the seven larger libraries in the state.

As a step toward larger units of service the State Library is financing on a regional basis two types of projects which are just getting underway. One is an in-service training program for library staff members and the other is a Public Information Program. Each of these programs differs from the other as each application was prepared locally. Both of these programs promise to have great implications for library service in Louisiana.

The Processing center for selected public libraries meeting specified criteria went into operation in September of 1968. Although it is presently in the pilot stage it is proposed to extend its services to all public libraries in time.

The provision of library service at the Louisiana State Penitentiary on April 2, 1968 should make a significant contribution to the state's rehabilitation program in correctional institutions.

A second supplement and cumulative index to the Louisiana Union Catalog has been compiled and will be released shortly.

Under Title II of the Library Services and Construction Act, three building projects were completed in 1967 and six projects have been completed or are underway in 1968. A public librarian (Administrator of one of the larger libraries in the state) was employed as a library building consultant in August of 1967. She works with public librarians, trustees, and architects in the planning and construction of public library buildings.

The LSU Library Lecture Series initiated in the spring of 1965 has been continued on a regular basis. The ninth lecture was given by Dr. Foster E. Mohrardt, Director of the National Agricultural Library and President of the American Library Association. His topic was "Meeting National and International Needs." Other recent speakers in this series have been Dr. Robert A. Miller, Director of Libraries at Indiana University, and Dr. Wallace J. Bonk, Chairman of the Department of Library Science at the University of Michigan.

Great interest has been generated in the automated circulation system inaugurated at the LSU Library on September 9. The new system utilizes an IBM 357 data collection system in the library and an IBM 360/30 computer in the University processing center. Another new operation added to the library at the beginning of the fall semester was the installation of TWX equipment for Interlibrary Loan.

Louisiana Librarians appreciated the honor that came to Professor Thomas S. Shaw of LSU Library School at the National Conference of the American Library Association held in Kansas City in June of 1968, when he received the Isadore Gilbert Mudge Citation for his distinguished contribution to reference librarianship. Professor Shaw has been a member of the faculty of the Library School since 1962. Before that time, he was head of the Public Reference Section of the Library of Congress.

Recipients of the Annual Awards of the Louisiana Library Association

1967

The Essae Martha Culver Award to Miss Sue Hefley

The Louisiana Literary Award to Dr. John P. Dyer for his book, *Tulane, the Biography of a University, 1834 - 1965*.

The Modisette Award for Public Libraries to Calcesieu Parish Library, Lake Charles, Louisiana, Miss Margie Lynch, Librarian

The Modisette Award to an outstanding Trustee to Miss Helen S. Smith, Trustee, Terrebonne Parish Library, Houma, Louisiana

1968

The Essae Martha Culver Award to Mrs. Lois Shortess

The Louisiana Literary Award to Mr. Al Rose and Dr. Edmond Souchon for their book, *New Orleans Jazz: A Family Album*

The Modisette Award for Public Libraries to the Shreve Memorial Library and Caddo Parish Extension - Mrs. Juanita Rembert, Librarian

The Modisette Award to an Outstanding Trustee to Mr. George M. Lallande, President of the Board of Control of the Iberia Parish Library, New Iberia, Louisiana

The Modisette Award for School Libraries:

Elementary - University Terrace, Baton Rouge, Mrs. Marie D. Brewer, Librarian

Junior-Senior High - Covington High School, Covington, Louisiana, Miss Naomi Rauch, Librarian

The Library School of the Louisiana State University has been able to offer a number of institutes for librarians through funds from the U. S. Office of Education under the Higher Education Act of 1965. Currently being offered by Miss Norris McClellan is an Institute for Advancement in School Librarianship, on alternate Saturdays, September through May, 1968 - 1969.

NEW MEXICO

REPORT TO SOUTHWESTERN LIBRARY ASSOCIATION

Interlibrary cooperation has been the keynote for this biennium. Progress may seem slow, but there has been action on many fronts, reflecting the growing interdependence of all types of libraries within the state.

As required by Titles III and IV of the Library Services and Construction Act, two Advisory Councils were appointed to work with the State Library in developing statewide library services. The New Mexico Library Association appointed a representative group of librarians and lay people, each to serve staggered six-year terms on the New Mexico Library Development Council. A survey of the state's library resources was considered by the council to be of primary importance. In conjunction with this survey, the council undertook the responsibility for the updating of the Southwestern Union List of Serials; a publication issued in 1965 under the sponsorship of the Special Libraries Association, Rio Grande Chapter, with the assistance of the Albuquerque Library Association. The updating is now in progress, with the help of Title III funds. The next task of the council is the formulation of policies and procedures for interlibrary cooperation in the use of the state's resources. The council is working closely with the State Library, the New Mexico Library Association, and other library groups, and it is hoped that this effort will signify a new period of library development and service in New Mexico. The second Advisory Council is for library services to state institutions and the physically and visually handicapped, and is made up of librarians and educators working in this field.

In 1967, the New Mexico Library Association recommended that a reciprocal borrowing plan be instituted throughout the state. In addition to providing statewide borrowing privileges, the plan would permit books borrowed from one library to be returned at another. Most of the public libraries in New Mexico now adopted the reciprocal borrowing plan.

The past two years also saw the discontinuance of the quarterly publication, New Mexico Library Bulletin, which had for years been jointly issued by NMLA and the State Library. In its place are two new publications: New Mexico Libraries, issued quarterly by NMLA, and the New Mexico State Library Reports, a monthly news letter from the State Library.

Three new municipal libraries were created by the passage of local ordinances in Hatch, Socorro, and Santa Rosa. NMLA congratulates these three communities and the dedicated workers who established these libraries as club-sponsored projects and successfully worked to achieve their official status.

A Trustee - Librarian Workshop was held in Santa Fe in September, 1968.

Public library buildings under construction with the aid of federal funds under Title II LSCA include those at Santa Rosa and

Hobbs. Gallup will soon have a new addition, and plans are in progress for the Portales Public Library as well.

The need for professional and sub-professional library education in the state becomes more acute. Feasibility of the establishment of a graduate program is under study by a committee appointed by NMLA in 1967.

SOUTHWESTERN LIBRARY ASSOCIATION

REPORT OF THE OKLAHOMA LIBRARY ASSOCIATION REPRESENTATIVE FOR 1966-68

To report merely the highlights of librarianship in Oklahoma for the past two years within a few brief paragraphs is obviously an impossibility. However, that is my assignment and I'll do my best--though some items that should be mentioned will undoubtedly not be included.

Legislation: Throughout much of 1966 and the early part of 1967, the Oklahoma Library Association was involved in helping draft and secure passage of a new code for libraries. The Code, a recodification and updating of Oklahoma Library laws, was authorized by the 30th Oklahoma Legislature which called for "drafting of a comprehensive and progressive new Library law code." Principle new proposals and changes in the Code, which is designed to step up solutions to our library problems and to encourage and make possible more rapid expansion and development of public authority and responsibility for state and local boards, creation of a state library agency to provide greater leadership and assistance at the state level, and full participation of cities and make possible more rapid expansion and development of public authority and responsibility for state and local boards, creation of a state level, and full participation of cities and towns in the creation and operation of local library systems. The Code was approved by the 1967 Legislature and many of its features have already been put into effect.

Oklahoma's first state aid bill was passed by the Legislature in the closing days of the 1968 session with the addition of $50,000 to the Department of Libraries appropriation earmarked for this purpose. A joint committee of the Department, OLA, and the Council on Libraries is working on an expanded state aid proposal to be presented at the next session of the Legislature.

The Association: The Oklahoma Library Association has continued to expand--both in number of members and also in assisting in the development of libraries in the State. Annual meetings were held in Stillwater (1967) and Norman (1968). Topic of the former was "Sixty years of Progress" due to the fact that it was the sixtieth anniversary of both Oklahoma statehood and the Oklahoma Library Association. Theme of the 1968 conference was "Libraries, Cooperation, and Machines." We were very fortunate to have such speakers as Foster E. Mohrhardt, David H. Clift, Germaine Krettek, Elizabeth Rodell, and Don Culbertson, all who hold various offices in ALA. Other equally knowledgeable and provocative participants in the two programs were Carma Leigh, Ray Fry, Thomas R. Buckman, and Mason Tolman.

Cooperation: OTIS is now a familiar name in Oklahoma. For those who have not been formally introduced, his full name is Oklahoma and Teletype Interlibrary System. Born on April 5, 1968, OTIS serves the state by means of teletype machines placed at strategic spots throughout the state. With the assistance of Title III funds, and in cooperation with the Southwestern Bell Telephone Company, a complete network was set up covering the whole state with ten transmission sites where teletype machines are located, four referral libraries, also with machines, and a coordinating machine at the Oklahoma Department of Libraries. Thus, a patron desiring a certain book or journal can go to his closet library, and if his request cannot be filled at that point, it is sent on to other libraries in the state until a copy can be located. The material is then sent to the requesting library via the regular interlibrary loan system.

The spring of 1968 saw the beginning of another cooperative project. The first step was the publication of a List of Serials Holdings by the University of Oklahoma Libraries. Distribution of the list was made to libraries throughout Oklahoma and surrounding states. Work is now in progress to expand this to a statewide serials holdings list. Seventeen other libraries will eventually be involved in this list as they will supply information about their serials holdings which will be put into punched cards and/or magnetic tape. Scheduled publication of this expanded list is expected to be sometime in the Spring of 1969.

Automation: Only a short time ago this topic could have been covered in a single brief sentence. However, in the past few years (and the last two in particular) more and more projects involving the use of the electronic data processing equipment have been planned and put into operation. In order to learn of EDP projects in the State, a number of librarians from various types and sizes of libraries met informally several times since the fall of 1967 to share their experiences, plans and problems in library automation.

It was learned that in one or more libraries the following automated processes were in operation: circulation, acquisitions, accounting, printed book catalogs, section lists, periodical and serial lists, bid lists and many other by-products of the processes. Much of the work is being accomplished on unit record equipment though some of the libraries have access to computers also.

Library Buildings: Some of the more substantial and visible evidences of library accomplishments in the state during the past two years have been the number of buildings erected. Some were in the form of branch libraries (Del City, Warr Acres) of the Oklahoma County Libraries system. Others were the primary library of a city (Norman, Moore, Seiling) public library systems. Colleges too came in for their share of new construction, although in many cases the bricks and mortar were in the form of additions. Southwestern State College was fortunate in receiving a completely new library. Additions to existing buildings were completed at Oklahoma State University, Northeastern State College and the University of Tulsa.

Education: The Executive Board of Beta Phi Mu, the International Library Science Honor Society approved the establishment of a Library School Chapter at the University of Oklahoma. The chapter, Lambda, was installed at a dinner meeting held in Norman in April, 1967. Dr. Dale M. Bentz, President of Beta Phi Mu at that time, was present at the installation.

Provision of much needed professional librarians is on the upswing at the School of Library Science in Norman. Improvement and expansion of quarters, increases in the number of faculty on the staff, acquisitions of necessary equipment have all made possible the acceptance of larger numbers of well qualified students. New courses have been added as well as a new program in medical librarianship. Records of School alumni and notices of job vacancies received from all over the country have been put on punched cards. This has made it possible to use electronic data processing equipment in the OU Library to match up job openings with job hunters.

TEXAS LIBRARY ASSOCIATION

BY MRS. FRANCES DECORDOVA

TEXAS STATE REPRESENTATIVE TO SWLA

The Texas Library Association held its annual convention in San Antonio, April 4-6, 1968, with a total conference registration of 1968. The theme of the conference was "Libraries in the Imploding Hemisphere." Speakers for the General Sessions include Ray Fry, Director, Division of Library Services and Educational Facilities, U. S. Office of Education; Herbert Gold, Author; Sydney J. Harris, Syndicated Columnist, Chicago Daily News. The Reference Round Table of TLA, which had conducted a survey of Reference Services in Texas, held a Pre-Conference Seminar in San Antonio where the results were presented to the more than 200 in attendance. These findings have been published and are available for purchase from Phil Wilson Publishers, 4701 Nett Street, Houston, Texas 77007. Presently, this group is making a study of the Information Networks throughout the state and the findings will be basis for a seminar in the spring. The first Governor's Conference on the Arts preceded the 1968 TLA Convention which was the theme for the Arts Round Table meeting.

An annual Distinguished Library Service Award was approved at the conference and will be presented by the Texas Association of School Librarians to a school administrator in recognition of his important contribution to the school library program. The first presentation will be made at the 1969 TSTA conference.

Honor came to Texas in 1967 when Mr. James L. Love, board chairman of T.L.L. Temple Memorial Library, Diboll, Texas, received the A.L.A. Trustee Citation and in 1968 when Dr. M. G. Bowden, Professor of Education at Trinity University in San Antonio, received the A.L.A. School Administrators Distinguished Library Service Award.

The TLA Scholarship Endowment Fund has reached $19,636, but increased efforts are being made to reach the goal of $25,000. The current scholarship grant is for $1,000.

An attractive, but brief Recruitment Brochure published by TLA lists all college and universities in the state offering library education which is approved by the Texas Education Agency and the American Library Association. The directors and addresses of each library school, degrees offered, and hours required for each degree are included.

The TLA convention for 1969 will be held in Houston, March 27-29, with the theme "Preparation, Professionalism, Productivity."

The major goal of the Texas Library Association in 1969 is the passage of the Texas Library Systems Act. TLA will ask the Texas Legislature to enact a bill providing for the establishment of a state library system and state grants to aid in its establishment and development. Librarians of Texas keenly feel the great need to develop and maintain a network of library systems to provide adequate library service to every citizen of Texas. A

Legislative Task Force CorpsGroup has been active in making initial plans. This fall the Texas State Library Field Services Division is conducting workshops on Legislation to inform those in attendance about the act and to secure leads to those who could provide active support in the Legislative campaign. Also the TLA District meetings are being devoted to "State Legislation and Aid for Texas Libraries". Representatives from the TLA Executive Board, the Texas State Library, the Task Force and theTLA Legislative Committee are participating in each of the programs.

In addition to the TLA news, a brief comment on information centers and library networks in the state seems appropriate at this time. The Texas State Library Communications Network, established under Title III, LSCA, has provided Telex Communication between the ten major Resource Center public libraries and the Texas State Library. The medium-sized public libraries participating in the program have access by free telephone service to the Major Resource Center Libraries for interlibrary loan and reference referral. The small public libraries in the program have free telephone access to the medium-sized libraries for the same service. Two network pilot programs will be conducted in Dallas and Houston in the current 1969 Federal program.

There are ten or twelve information networks in the state, principally college-university oriented; for example, the Inter-University Council of the Dallas and Fort Worth Metropolitan area; Rice - Regional Information Communication Exchange - in the Houston area; and Coral - Cooperative Research and Academic Libraries - in the Austin-San Antonio Area.

The Coordinating Board of the Texas College and University System is administering a program under the State Technical Services Act to help business, industry and commerce obtain and use the new scientific information. Universities cooperating in the program are Southern Methodist University, Dallas, University of Texas at Austin, Texas A & M University at College Station, and Rice University, Houston. At this time there are 680 participants in the program. The newsletter, "Technology for Texas", tells about the many services being rendered through this act.

PRE-CONFERENCE WORKSHOP ON NATIONAL LIBRARY WEEK

Wednesday, October 16, 1968

The second of eight National Library Week Workshops scheduled throughout the country was held on October 16, 1968, at the Southwestern Library Association meeting in Tulsa, Oklahoma.

There were 24 representatives from eight states in attendance—Louisiana, Texas, Arkansas, Oklahoma, New Mexico, Missouri and South Dakota.

The workshop was conducted by Virginia Mathews, Deputy Director, National Library Week Program and Ruth Warncke, Deputy Executive Director, American Library Association. The Workshop was held for the benefit of NLW State Directors, Asst. State Directors, Association Presidents, Officers, and Trustees who share responsibility for planning and organizing the NLW program in the respective states.

A major portion of the Workshop was a "digestion" on proposed state plans. Plans were studied and constructive criticisms were offered by participants—not from the states under study.

One of the highlights of the meeting was a talk, "Goals for the Asking," presented by Lee B. Brawner, Asst. State Librarian. Other program participants were Mr. David O. Kelley, University Librarian, Univ. of New Mexico; Virginia Owens, Alex P. Allain, Sharon Howard, John B. Richards, and Jan Stevens.

In addition, Mrs. Dorothy E. Rosen joined with Ruth Warnecke on "Involving the Local Libraries" in NLW Planning.

Overall, the Workshop presented means and way to implement and carry out effective NLW Programs. There was much interest, and the participation was excellent.

Gene Winn, Librarian, Bartlesville
(Oklahoma) Public Library—Chairman
of the Workshop and NLW Executive
Director for Oklahoma, 1968

REPORT ON SWLA LIBRARY EDUCATION PRE-CONFERENCE WORKSHOP

SWLA LIBRARY EDUCATION COMMITTEE ACTIVITIES, 1967-69

Wednesday, October 16, 1968

The outstanding project of the SWLA Library Education Committee during the 1967-69 biennium was the sponsorship of a Pre-Conference on "Modern Media Services" which was presented at the Learning Resources Center of Oral Roberts University on October 16, 1968 before the general SWLA conference in Tulsa, Oklahoma.

Mr. William W. Jernigan, Director of Learning Resources and Libraries, assisted the committee in making arrangements for the informative and stimulating program scheduling the conference in appropriate facilities on the Oral Roberts University Campus. The program attracted ninety-nine participants, including library educators, administrators and consultants throughout the region and as far west as California and Mexico. The success of the conference was heightened by the setting and the opportunity to study the educational facilities of the Library Resources Center where television, film, sound equipment valued at more than $750,000 are combined with traditional print materials to create a service described as "an electronic library".

SWLA PRE-CONFERENCE PROGRAM

The following program was presented:

9:00 a.m. GENERAL MEETING

Dr. Shirley K. Stephenson, presiding
Presentation of the speaker, Miss Marcella Grider

Address: "The Development of the Learning Resources Center Concept at Oral Roberts University", by Mr. William W. Jernigan, Director, Learning Resources and Libraries, Oral Roberts University

12:30 p.m. LUNCHEON MEETING

Dr. Shirley K. Stephenson, presiding

Address: "Functions of the Library and Information Sciences Branch of the Division of Library Services and Educational Facilities, U. S. Office of Education", by Mr. Paul C. Janaske, Division of Library Services and Educational Facilities, USOE.

2:00 p.m. GENERAL SESSION

Dr. Sarah Law Kennerly, presiding

Address: "Self-evaluation as a Basis of Improving Library Education", Mrs. Florrinell F. Morton, Director, Louisiana State University Library School, Baton Rouge, La.

Address: "Implementation of the AASL and DAVI Standards for Media Programs", by Mrs. Catheryne S. Franklin, Assistant Professor, Graduate School of Library Science, University of Texas.

INTRODUCTION TO THE LEARNING RESOURCES CENTER

Mr. William W. Jernigan presented an excellent introduction to the program of education of Oral Roberts University reviewing the philosophy and the development of the Learning Resources Center with the involvement of audio-visual specialists, subject specialists, librarians, and members of the faculty in selecting and developing program material used in the system.

Guided tours followed the introductory address by Mr. Jernigan. Members of the staff of Oral Roberts Learning Resources Center introduced visitors to the various departments containing printed and audiovisual sources and media services. Visitors observed students using the dial access facilities which provide for television, radio, movie, video taped, sound taped, filmstrip, slide, disk recorded or live programs. Students dial programs which they require, and a giant computer initiates the playback equipment.

HIGHLIGHTS FROM OTHER CONFERENCE ADDRESSES

Mr. Paul Janske spoke generally of the work of the Library and Information Sciences Branch of the Division of Library Services and Educational Facilities of USOE in his introductory remarks. He emphasized the need for innovative programs or Library Education. Stress was placed on the importance of careful preparation of proposals seeking financial support for institutes or study programs. Exact correlation of the proposals with the guidelines issued by the U. S. Office of Education are required. The participants were advised to review all budget calculations for accuracy prior to submitting the proposals. A question and answer period clarified various issues of concern to the participants.

Mrs. Florrinell F. Morton discussed challenges faced by educators in utilizing the full potential of the techniques of self-evaluation in a continuous effort to up-grade programs of education for librarianship. After commenting on standards for library education and reviewing patterns of self-evaluation in the Southwest and a sampling of studies in other areas, Mrs. Morton commented on the significance of the position paper entitled, "Education and Manpower for Librarianship", by Dr. Lester Asheim (LALA BULLETIN, October, 1968). In conclusion, the speaker stated that utilizing educational standards with the results of various studies and the techniques of self-evaluation, educators can and must accept the responsibility for realizing the thesis of Dr. Asheim, which emphasizes the improvement of library service through the improvement of library education.

The timely comments of Mrs. Catheryne Franklin on the latest revision of the Standards for School Media Programs included pertinent background information on the development of the standards and the involvement of the American Association of School Librarians of the American Library Association and the Division of audio-visual Instruction of the National Education Association in the preparation of the publication.

The speaker indicated that the new document has not altered the underlying philosophy of the earlier statements, but the new standards provide for a fusion of the printed and audio-visual resources and the respective specialists into a unified program in the school, thus utilizing a combination of the art and science of educational services to create the most efficient learning process. Emphasis was placed on biennial reviews of the new standards to meet the current need for change and innovation in educational facilities and programs.

Mrs. Franklin stated that new terminology as well as new techniques will influence the future program of media service. The speaker advised in conclusion:

> In the leadership role the standards will necessitate changes in attitudes and procedures for many school librarians and audio-visual specialists. Library schools can help implement the standards by telling 'the media story', by presenting a strong front in support of the standards, and by creating a climate for the acceptance of this new viewpoint among practicing personnel in the field. This climate can be aided through library school sponsored conferences, institutes or workshops; or, through the provision of resource people for such activities sponsored by other groups.

RECOMMENDATIONS

At the conclusion of the SWLA Pre-Conference, the participants expressed interest in the preparation of a directory of library educators and audio-visual specialists in the area. The Library Education Committee, 1967-69 recommends that the incoming officers of SWLA consider this project as a basis of future communication and joint professional efforts of educators to implement the AALS and DAVI Standards for Media Programs.

EXPRESSION OF APPRECIATION

The SWLA Library Education Committee wishes to express appreciation to Oral Roberts University and to each member of the administration and staff of the Learning Resources Center for able support and participation in the conference. We are indebted to our distinguished speakers: Mr. William W. Jernigan, Mr. Paul Janaske, Mrs. Florrinell F. Morton, and Mrs. Catheryne Franklin for their effective and informative presentations.

We gratefully acknowledge the assistance of Mr. Ray M. Fry, Director, Division of Library Services and Educational Facilities of USOE, in arranging for the participation of Mr. Paul Janaske in the SWLA Pre-Conference.

Our thanks are hereby expressed to the conference committee and especially Miss Jan Keene, SWLA Conference Treasurer, for her efficient services.

Respectfully submitted,

SWLA Library Education Committee
Marcella Grider
Sarah Law Kennerly
Shirley K. Stephenson, Chairman

SOUTHWESTERN LIBRARY ASSOCIATION

Speech Given to the NLW Workshop

October 16, 1968

By Lee B. Brawner, Texas State Library

GOALS FOR THE ASKING

A few years ago I was introduced through the medium of books to a fascinating radio comedian from the 1930's who performed under the unlikely name of Col. Lemuel Q. Stoopnagle. The good colonel had a blend of wit, humor, and wisdom that particularly appealed to me. Consider if you will, this Stoopnagle gem, "If it weren't for half the people in the world, the other half would be all of them!" I was reminded of my favorite Stoopnaglism, however, while preparing for this National Library Week workshop since books and reading are such integral parts of the NLW program. Col. Stoopnagle perhaps summarized more of our reading habits than we care to admit when he said, "For a person who reads as much as I do...I read very little!"

Following my presentation this morning, Miss Virginia Mathews will review the organizational techniques and operational procedures for effective NLW programs. The Handbook states that these are essentially public information and implementation programs geared to the achievement of objectives or Goals, and they must start with the development of the concept or the Goals to be conveyed. Without goals, the program is aimless and accomplishes little. Each state, region, and local NLW Committee must devise its own goals to meet their particular need.

As key persons, responsible for planning and organizing the National Library Week Program in your respective states, your problem will not be one of "determining possible goals in your state or area"...yea...a multitude of potential goals will be pressed on you from all directions. Your problem will be one of analyzing these goals and selecting the short term, intermediate, and long-range goals for action and promotion through your program.

SO HOW DO YOU FIND OUT ABOUT THIS "MULTITUDE OF GOALS"?

State Library Agencies

I suggest you begin by calling on the appropriate state library agencies in your state. Please note that I said agencies not agency. Most states, including the six comprising the Southwestern Library Association represented here today, have divided the responsibility for the three major types of library service--school, public, college and university--among three agencies. In Arkansas, for example, Public Services on the state level are administered by the Arkansas Library Commission; School Library Services by the Department of Education; college and university library services by the State Commission on Coordination of Higher Education Finance. In Oklahoma these agencies are the Oklahoma Department of Libraries; the Oklahoma Department of Education; and the Oklahoma State Regents for Higher Education.

Professional Standards for Libraries

I've been discussing statewide plans and objectives for all types of libraries, what about individual libraries by type...what constitutes adequate library resources and quality for a particular type of library? Fortunately, you have a wide range of professionally developed Standards for various types of libraries of your disposal. There are published standards for School Library Programs; for College Libraries; for Junior College Libraries; for Library Functions at the State Level; Objectives and Standards for Special Libraries; and Minimum Standards for Public Library Systems and other standards for specific kinds of special libraries--like: Hospital Libraries and Correctional Institutional Libraries.

Still other standards apply to specific types of activity within a library, such as Standards of Quality for Bookmobile Service; Young Adult Services and Children's Services in Public Libraries.

These are all nationally adopted professional standards. In addition, many state agencies and associations have adopted their own standards which may be based in part on the national standards. Many state libraries have developed library standards--and these are usually below national standards--as part of their state plan criteria in administering Federal or State funds to qualifying libraries.

These include "how-to-do-it" type standards--those governing book and materials collections, personnel needs, building requirements, level of financial support and other resources needed to carry out library functions. They define exactly what good library service is--and what it can do for people of all kinds and all ages. Your NLW program can make effective use of these standards by measuring the current status of a particular library against the quantitative standards to graphically show where it is weak. The standards also include qualitative guidelines which you can utilize by relating them, as the Handbook suggests, "to the reasons why people need such services and increasingly, access to more books and resources; and why libraries are an economical, efficient way to make materials available to the greatest number of people."

Surveys and Studies

Let's look at another important information source which you will find especially useful in preparing your National Library Week "Goals"...I'm referring to surveys and studies. The advent of federal and also, state funding for libraries has required the development of State Plans and the adoption or creation of Standards to carry out the programs being funded. But, before many of these State Plans could be developed, the states had to evaluate the current status of their libraries. They had to determine their strengths, weaknesses, resources, and personnel needs statewide; and then they had to determine their long-range goals. In most instances, these goals became the acievement of Standards or levels of service. The State Plan then defines the action or program to be followed in achieving these goals, and ultimately, quality library service.

These agencies develop plans for their respective type of libraries and administer the Federal and state funds allocated for those libraries. Example: the Oklahoma Department of Education distributes about one and one-fourth (1¼) million dollars to public and private schools each year in Oklahoma to upgrade the school libraries. The Texas Education Agency is funding the development of twenty Education Service Centers in a cooperative program to assure services to each region in the State.

In preparing for this workshop, I have written to the agencies in each of the six states represented, asking them to briefly describe the state plans and goals for their agency; the status of cooperation between different types of libraries; to cite the principal findings from any recent library surveys as they may relate to library development; and to summarize the status of any recently enacted or proposed library legislation. Five of the six states responded to my inquiry; most of the replies are brief as requested (some were not so brief...Sallie Farrell, State Librarian from Louisiana, sent a wealth of material and explained, "Ididn't have time to be brief!") Most of the replies are informal; they were not prepared for publication. To realize the maximum potential from them, I have duplicated a set of the replies received from each state for the State Executive Director representing that state. Please consider these only brief introductions to each of the agencies, as I know you will want to meet with each agency at length as you prepare your program.

I wanted to inquire of these agencies too for another reason--other than just information. Virginia Mathews and others may shout me down on this statement, but as a public librarian who has been associated with the NLW program since it began in 1958, I have felt that school, and particularly college and university libraries, have failed to take advantage of what National Library Week had to offer them. I know this is basically true in Texas; and I may be wrong, but I had the impression that many of these state agencies I wrote to were being queried for the first time about the NLW program.

Let me also hasten to say that there may be a legitimate reason they haven't been directly involved in the program before. Some states have developed state-level inter-agency committees to coordinate the agencies' separate plans into a statewide plan for library service. The Oklahoma Council on Libraries, composed of four laymen and four librarians representing school, public, college, and special libraries, is an example of this type of cooperative planning.

State Library Associations

The professional library associations in each state can play a key role in all stages of your National Library Week program from formulation to implementation. I would particularly call your attention to the role of these associations with regard to "statewide library planning." Most of them have Library Development Committees which have projected short and long-range planning goals for library improvement throughout the state. I'll get back to ways you can use these associations in defining your goals in a few minutes.

Here are a few examples of surveys from some of the states represented here today:

(1) Arizona Library Survey: A Comprehensive Study of Library Services in Arizona with a Projection for Future Services. by Grace Thomas Stevenson; produced and published by Arizona State University.
This is the first statewide study of library services in Arizona, and it is comprehensive; covering public, school, academic, special, and state libraries. The data and the recommended plan for Arizona Library Services resulting from this study will be invaluable to the NLW Committee in Arizona.

(2) Louisiana has also just completed a like survey. Library Service in Louisiana: Keeping Pace with Progress in the State: A Report Prepared for the Louisiana Library Association, by John and James Humphry.
This survey was just completed in March, 1968, and distributed in May. It will provide the basis for the development of a comprehensive plan for quality library service in Louisiana. From a summary of the Report: "The new direction recommended in this Report involves cooperation among all types of libraries. The principal recommendation is the establishment of seven Library Systems which would, in time, provide improved services and more comprehensive resources for Louisianians. The implementation of recommendations should help eliminate duplication of expense and effort and promote sharingof materials and services among all libraries." The Report goes on to cite a number of principal recommendations.

(3) Turning to Texas, the Coordinating Board of the Texas College and University System in June, 1968, completed a survey, Resources of Texas Libraries, which will be used in developing criteria for junior and senior college and university libraries as a part of the Board's Master Plan. The report was jointly compiled by Dr. Edward Holley, Director of Libraries at the University of Houston, and Donald Hendricks, Director of Libraries at Sam Houston State College. Though it concentrates on college and university libraries, it provides a good overview of all libraries; and its recommendations affect all types of libraries.

(4) A 1964 study by Gretchen Schenk titled a Survey of the Arkansas Library Commission and the Public Libraries of Arkansas to evaluate libraries and make recommendations for future development is still being utilized to good advantage in that state.

State Legislation for Library Development

Recently enacted or proposed state legislation for library development provides yet another valuable information source for you consideration. Many NLW programs have adopted state legislative programs for library development and support in their NLW Goals and promotions. In Oklahoma, the NLW programs have long supported and publicized the efforts to achieve library legislation and state funds for library development. These, and other efforts resulted in the adoption of the Oklahoma Library Code in 1967. The Oklahoma Code has been recognized as a model piece of library legislation. It raised the former state

Library from institutional to full agency status as the New Oklahoma Department of Libraries and covers all the essential elements required for the operation of library systems. The preamble to the Oklahoma Law is also significant in that it recognizes that libraries are vital to the economic development of a state.

State aid to school libraries and college and university libraries is now common among the states, but only thirty-one states are currently providing state aid to public libraries. Amongthe six states represented here today, only three--Arkansas, New Mexico, and Oklahoma--have state funds for public library development. Texas will present a Texas Library Systems Act and a request for State-aid appropriation to their legislature in January, 1969. The above mentioned surveys for Arizona and Louisiana would also seem to point the way for state library legislation in those states.

We have already mentioned the trend toward systems of libraries and cooperation between these systems; indicative of this movement is the fact that some 25 states now have Interstate Library Compacts on their statute books enabling library service to cross state lines. Arkansas and Oklahoma enacted Interstate Compact laws in 1967, and Louisiana in 1968.

Surveys on the National Level

All of the surveys mentioned have been limited to a particular state. There are also some important national studies and surveys. These are usually more difficult to relate to the library situation in your particular state. I would mention only one of these national surveys today, and recommend it to your study. That is the Report of the National Advisory Commission on Libraries titled Library Services for the Nation's Needs: toward fulfillment of a national policy. This Commission was appointed by President Johnson more than a year ago, and he gave it a demanding task. (From the Foreword) "He asked the Commission to consider the nation's library structure, the nature of the present and wisest possible future involvement of Federal support in the development of national library and informational resources, and the most effective shaping of those resources to our common need as we can picture it over the next decade." The report concerned itself with all library resources at every level. Its analysis of national and state library needs and recommendations for improving the nation's library services will be very useful to you in your planning. Copies of the report have just become available in the last month. I would suggest you request a copy through your State Library. I have reproduced the one page "Summary of Objectives and Recommendations" from the report for your information at this time.

Conclusion

There were many innovative and exciting new programs, activities, and projects reported to me through many of the questionnaires I received from the five states; time does not permit me to lift these items out at this presentation. I have, however, had copies made of these replies for you. Again, let me stress the importance of your following these up personally for more information with the individual state agency involved.

In addition to these agencies and their respective plans, as you develop the goals for your state National Library Week program, you will want to investigate all of these potential information sources including the professional library associations in your state, a review of pertinent state and/or national library standards, an analysis of applicable surveys and studies, and the status of any pending library legislation in your state.

This wealth of information sources contains a score or more of potential goals; goals awaiting action to translate them into action, activities and accomplishment. Regardless of their merit, many of these goals will die for want of sponsorship and action. If they are to be realized, they must be effectively presented to the laymen and public who will benefit from them and who are being called on to support them. And while you will have to evaluate and discriminate among them for inclusion in your National Library Week program, they are "Goals for the Asking!"

After you've asked for and received them, then you've got to promote them. The balance of this workshop will concentrate on how you do this. In closing, I would leave you with the words of a former State Senator from the South Texas Hill country. Referring to legislative programs which he has promoted he said, "People are generally down on what they ain't up on!" Your charge then is to get the people up on the Goals of your program. No organization is better qualified to do this than National Library Week.

SOUTHWESTERN LIBRARY ASSOCIATION
Management Workshop I
Administrative Problems of Changing Technology
Civic Center - Meeting 3A

Presiding: Dr. Edward G. Holley, Director of Libraries, University of Houston.
Resource Person: Mr. Melville R. Spence, Associate Director for Public Services, University of Oklahoma
Recorder: Mrs. L. D. Robinson

Dr. Holley made some opening remarks before throwing the meeting open to discussion. He remarked that the book, *The Librarian and the Machine*, which was written by Dean Wasserman five years ago, has concepts still applicable for today. We still have trouble in keeping technology in perspective. Americans have "almost morbid fascination with technology" quote from Wasserman. It is hoped that the group will share their successes as well as mistakes.

After intorducing the resource personnel he posed the following questions: What are some of the major problems facing the Administrator as he moves into the age of many medias? What will calm the[illegible] fears?

Discussion began:

Elements of Admistration - Goals and Objectives.

The question was asked - How can you place materials on the same subject in different medias on the same shelf without large cost of shelving and waste of space? Is physical access one of the problems? Several suggestions were made - Separate but near, and in the same catalog. Browsingnot allowed in any materials except books. There is also a bibliographic problem. Could all materials be brought together on tape? How do we get it into a form so people can use it?

It costs money to put all materials together that are of value. But is it really necessary to have all materials of one subject on the shelf together?

One of the basic problems is to educate people to think of more sources than books. So we have to re-educate them to use bibliographical catalogs for finding their material.

What is this going to mean in materials, staff and approach to user? What about the librarian who doesn't know how to use the new medias? It simply means that librarians and staff are going to have to be retrained to use the new medias. Not always the physical use - but contents, user, etc. This may be done throughout workshops, short courses, extension, back to school as suggested by Dean Wasserman. Sometimes it takes a radical change, especially for older personnel of the library.

If present librarians are not trained, then there is going to be a place for the media specialist. However, doubt was expressed, if really that large a problem existed as most librarians are reorientated to different medias.

Is it practical to retrain staff? There is not large enough staffs in most libraries now. What can the administrator do to see that the problem does not extend into the 1970's. An Oklahoma librarian suggested a plan they had used: a three week Institute with very knowledgeable people brought in to conduct. But there is always the problem of not being able to do without staff. Louisiana Tech uses in-service training using their own experts. Though they miss members of the staff that are attending classes three or four hours a week, they still feel that benefits to the library will be worth it.

A high school librarian can be re-trained and then teach her staff who in turn teaches students to use and operate machines.

It was thought important that the Administrator and librarians be the first to be retrained. Though the Administrator will be missed, he will have great influence on the library. Both Administrator and librarian can pass knowledge down to others.

How can we re-deploy our people? If necessary to replace two people on the staff, do not replace with people who have had same type of training as people leaving positions; but bring in people trained in the new media.

Another suggestion: Do as the Army does - they are constantly re-training their people. Bring in experts in different areas. "Lift your own self up."

This may be the same type of problem we faced when we changed from hand-written catalog cards to typed or printed.

Both Administrator and librarians need to be familiar with materials and working of machines but do not actually have to be able to run them on their own. Between computer operator and analysists - they learn what to do. But personnel must train and re-train in the new technology.

All of this is very costly - one problem sometimes is out of date in few years. The budget must be geared to provide for all materials and equipment. But where is the money coming from for this expensive business? You have to keep budget in balance. When we go into automated learning, we have to learn and become involved. A whole new concept, a new relationship for the library. The librarian should take lead in pointing out to the administrator the cost of new medias. A change in emphasis of Federal Funds may make a change in programs.

The problem is not always the re-training of librarian and students, but the problem of getting the faculty to use new medias.

On the college level, we could encourage a conception of a college within a college to support and train for the new concept.

Some teachers are very sensitive about questioning their teaching ability, which presents another problem.

One school offered an award for "most innovative teacher" to encourage learning to use new media.

We must look upon the media specialist as one of the colleagues.

A show of hands was taken, and it was found that over two-thirds of the group have had some kind of computer training.

Should all libraries develop all types of medias? A small library should develop only on a small scale for many reasons.

What kind of a program does the college administrator want? We should decide and then furnish money to supply it. Look at the cost - is it too much? The librarian has to tell the administrator what the school will gain from new media or any program. Go into new media gradually. Do not dump all books. No doubt that technological equipment is expensive all down the line--staff salaries, increases in staff, supplies. Though cost of any new program is costly at first over a period of years, if used, it is not so much.

There is a question of equipment for new medias - centralized or de-centralized, what kind, who has the experience or knowledge needed to operate? Sometimes there are pressures from above (Administrator, business officials, etc.) IBM services have been good generally but over-sold in some places.

How can the administrator keep up? By visiting other libraries, and using new media. It is important that he not visit only one, but as many as possible. Sometimes it breaks down resistance of older personnel. You must always keep the cost in mind. If it costs too much, do you really want it? The question was raised as to hardback vs. microfilms.

Sumary by Dr. Holley:
Hit upon several areas, administrators of the 70's are going to have to look at closely - take a good look at his own particular library.

As far as training and re-training of personnel, the library schools are doing a good job of putting this in their curriculum. New personnel seem to be in good shape. They will be able to get along with knowledge of new methods and know advantages and disadvantages.

A good method of re-training by in-service training is bringing in experts. Part of the new personnel will be teachers from math, science, etc. who will be part of the staff but not librarians.

All of this will be costly. We will be paying for people who know how to operate new medias. We will have to provide travel expense for Administrators and librarians to visit other institutions and see new materials in use.

In the case of computers, one person cannot do all the work. Expensive equipment means more and larger salaries.

It will require much more rigid definitions on the part of administrators as to what he wants. Rising appropriations won't completely do the job. Other departments and organizations are after the money. We will have to work hard to get our share of the money. Foundations have been timid and uninspiring. What happens when you no longer have Title III. etc? We all have to be on our toes - what costs, will bring the desired results.

Under these circumstances, the administrator needs to examine especially the costs of such programs.

We must examine our goals and library service. We must decide how to reach them.

SOUTHWESTERN LIBRARY ASSOCIATION

Management Workshop II

"Problem Solving in Libraries."

October 17, 1968

Moderator: Mr. Lee B. Brawner, Assistant State Librarian, Texas State Library

Panel: Miss Ann Bowden, Assistant Director, Austin Public Library

Mr. James Cookston, State Supervisor of School Libraries, Louisiana Department of Public Education

Dr. Roscoe Rouse, Director of the Library, Oklahoma State University

Miss Maryann Duggan, Director, Industrial Information Service, Southern Methodist University

Objective: To identify and discuss "problem solving" theories, concepts and methodologies as they relate to the administration and management of libraries.

Mr. Brawner: Pointed out that librarians need more training in management skills and the situation is compounded by a severe personnel shortage. New librarians are quickly promoted within a year or two and are being asked to make things happen and make the decisions. He called for a detached study of administrative problems, and a willingness to study other organizations since the principles of library administration do not differ materially from those of private industry, or other organizations.
Brawner citing McDiarmid's study, Current Concepts in Library Administration differentiated between two types of library administration:

1. Administration concerned with such matters as board relations personnel and budgeting
2. Administration concerned with planning and organizing

He also said that while administration is ordinarily defined as the art of getting things done, what this workshop is concerned with is the art of determining what should be done rather than devising methods of implementing a plan.

Mr. Cookston: "Gearing up for Problem Solving" - Librarians should borrow techniques from industry. Even in the 1800's we were advised to do this, and in the early 1900's librarians complained that the library school curriculum was inadequate, and graduates had no real knowledge of management principles.
Leigh's Public Library Inquiry in 1952 set the stage

for conferences, seminars, and workshops on the problem.

Cookston listed 3 decision-making phases:

1. Intelligence activity - finding occasion for making a decision
2. More fact-finding - consider alternatives
3. Making a choice

There are two approaches to decision-making

1. Democratic - (sells the decision to the group)
2. Autocratic - (makes decision and announces it)

Successful administration is neither autocratic nor permissive. Each situation is different, and must be dealt with on its own merits.

Rouse: "Tools, Research, and Personnel Planning Assist Problem Solving"
We need advance planning. Everyone in a library has to do some decision making, and making a decision is the most important thing. Librarians can be thinkers but still doers. Question has been raised as to whether scholars (ie. Librarians) are actually cut out to be administrators. Rouse thinks they can be if they discipline themselves. Some sources which may be helpful: Dr. Paul Wasserman's Information for Administrators, Decision Making, and Measurement and Evaluation of Organization Performance.
The Council for Library Resources is now spending over one million annually for research.
The U. S. Office of Education has made a list of subjects for possible research. The Carnegie Library, Pittsburg is conducting a study on what librarians do in relation to what they learned in library school.
In personnel planning, coordination is the greatest task of the administrator. He must give the appropriate assignment to each staff member, and encourage individualism. There must be opportunity for initiative and reward, and a chance to participate in decision making. Rouse says there are advantages in scientific problem solving, but common sense is important too!

Discussion centered around the need of specialization in administration. Perhaps a good administrator (for a library) need not be a librarian? It was pointed out that administrators of libraries need to do research constantly in order to make valid decisions (ie. systems etc.)

Bowden: "Looking over the Fence: Let's Learn from Business and Industry". We can learn from both sides of the fence. Libraries are coming up fast with increased federal and state funding. We need to improve and show that we are a dynamic force in the community. The Effective Executive points out that situations are either generic (most common) or unique. A generic situation needs a rule or principle to handle it, while a unique situation must be handled as it comes. Most decisions are adaptations of principles already established, and the effective decision maker assumes the situation is generic.

We need clear specifications as to what will do, and whether it will satisfy objective. Converting the decision into effective action is most time consuming. It must be appropriate to the capabilities of the staff. We must measure standards and consider incentive. An effective decision provides mechanism for feedback and evaluation, and should be checked scientifically with facts and figures. We must read (eg. Wall Street Journal) and Library Science Students should take courses at Schools of Business Administration.

Duggan: "Decision-making and the Computer" The computer is a tool with many applications, but we have to learn to use it. Let us use the quantitative approach running the library as a business firm. There are similarities - we have 3 resources to use - 1. material, 2. manpower, 3. money.
The creative use of these three items is the challenge of the administrator. There are five steps in any given problem - 1. observation, 2. definition of problem, 3. getting the facts, 4. formulate a hypothesis, 5. considering an alternative.

Most decisions involve a change in human behavoir. Sometimes we must experiment and see what works. Miss Duggan then mentioned operation research and the tools available for it - ie. systems analysis, management information systems, modeling and simulation. She concluded that there must be "progress evaluation and review technique, and that you must identify the goals you want to achieve but management sciences are not all that complicated".

Discussion and Reaction

One immediate reaction was (from audience) that a library cannot be compared to a firm. "We are not profit making" - But it was pointed out that our profits are service and our dividends are both service and increase support with public funds. We still have to provide maximum effectiveness at minimum cost, and we are selling ourselves. In this way we are like General Motors.

Brawner: In summing up the afternoon, Mr. Brawner said that the objectives had been to expose the group to sources of further information and to provide two or three ideas to take home and explore further.

SOUTHWESTERN LIBRARY ASSOCIATION

22nd Biennial Conference

Management Workshop III - Political Aspects of Library Administration

Time: Thursday, October 17, 1968 - 2:00 - 4:00 p. m.

Place: Civic Center, Meeting Room 4A

Presiding: Miss Peggy Harper, Assistant Law Librarian, Louisiana State University Law Library, Baton Rouge, Louisiana.

Discussion Leader: Dr. Kenneth E. Beasley, Head, Political Science Department, University of Texas at El Paso.

Reporter: Richard L. Colquette, Assistant Director for Technical Services, Louisiana State University Library, Baton Rouge, Louisiana.

After convening the meeting, Miss Harper introduced the speaker and asked each of the approximately 25 persons then present to introduce themselves. The introductions revealed the presence of representatives from public, academic, and state libraries, from library school faculties and student bodies, from the trustees, from governmental agencies, and from A. L. A. headquarters. An additional 15 to 20 persons joined the audience subsequently.

Dr. Beasley noted that his presentation covered a very broad topic. The extended discussion which followed his 30 minute paper demonstrated the interest in the subject and its timeliness to the workshop participants. Following a brief coffee break, questions from the audience and the informal discussion they engendered continued until Miss Harper adjourned the meeting at 3:50 p. m.

SOUTHWESTERN LIBRARY ASSOCIATION

Management Workshop IV

Money and Libraries - A Panel on Financial Management

October 17, 1968

Presiding: Mr. Sam G. Whitten, Graduate School of Library Science, University of Texas

Panel:

1. Mr. Guy Logsdon, Librarian, University of Tulsa Libraries. Mr. Logsdon stressed as the theme of his talk that librarians who want to get more money for their libraries need a good plan, they need a good plan, they need to lay their plans well, and then sell their plan to money-minded people. Money can solve problems, but it can also create problems. Unless the librarian knows where he is going to and why he is going there, he is going to create more problems. Good management, flexibility on the part of the librarian, and a careful analysis of library procedures to see if the shortest route is being used to reach the goal, plus library cooperation are ways of economizing and getting the most for the library budget.

2. Mr. Johnnie Green, Arthur Andersen Company, Oklahoma City, Oklahoma. Mr. Green, a certified Public Accountant, pointed out in his talk that management is a recurring cycle involving four steps: 1. a plan, 2. action, 3. reporting, and 4. evaluation. The plan should involve an overall statement of goals or objectives. Action involves carrying out the activities of the library. Reporting, the second most important step, consists of two basic types: program reporting and fiscal reporting. Green emphasized the principals of good reporting:
    a. That it be timely and accurate.
    b. That it contain key facts about the activities.
    c. That it compare actual results with the predetermined plan.
    d. That it provide details about what has happened.
    e. That it contain a summary of the most pertinent data to enable top management to pick out salient features without having to pore over the entire report.
    f. That it use terminology of the function involved.
    g. That it project concepts.
    h. That it eliminate unnecessary details.

   Finally, an evaluation of the results of the operation permits better planning for the future.

3. Bryan B. Rayburn, Chief, Administrative Services, Tulsa City-County Library.
   Mr. Rayburn spoke on the need to crystallize objectives. He pointed out that librarians need to analyze their position and to investigate how they are carrying out their activities. Requests for funds should be performance oriented. Rather than giving solutions, Mr. Rayburn threw out questions to the group: What should we do first? What do we expect to accomplish? What are the characteristics of the people we serve? What geographic areas should we serve? How can the work of our library coordinate with other libraries?

The following topics were discussed after the talks. The percent of the budget on personnel costs, the need for library handbooks, the need for continuing education for librarians, especially in the area of management. The workshop was summarized as follows: analyze the population to be served, see what the population needs, then develop a program to serve the population.

Reported by
Sister Jo Ann McCreedy
Our Lady of the Lake College
San Antonio, Texas

SOUTHWESTERN LIBRARY ASSOCIATION

Management Workshop V

"Librarians Are People - Human Relations in Personnel Management."

Presiding: Miss Virginia Owens, Associate Director for Planning and Research, Oklahoma Department of Libraries.

Discussion Leader: Dr. Nancy Feldman, Professor of the City for Leadership Training, Universities of Oklahoma and Tulsa.

Dr. Feldman spoke to librarians as supervisors of employees, using several games to demonstrate the concepts which she then elaborated.

Five people were chosen at random from the audience and were given a jig-saw puzzle to work. When the problem was completed, Dr. Feldman explained the exercise in problem solving in the actions of individuals concerning leadership. She pointed out the different roles taken by each individual and that each must have a fair enough chance to perform. The task must be clear if people are to function.

Dr. Feldman pointed out that personnel problems come from people trying to find their roles with the other people with whom they work. When an individual cannot find his role, he drops out. He gives clues that he is dropping out and an astute supervisor should sense these clues and bring the person back in.

The supervisor should observe the staff working to find their roles, and should see each individual as a whole for each has more than one role in life. A person should be placed in a position as consistent as possible with their other roles, as personnel problems come from people who are out of place, and they should be moved to a place where they can function well. The supervisor should be able to redefine roles and try altering relationships by altering duties.

Dr. Feldman pointed out that the problem brought to the supervisor may not be the real problem. If the problem is "talked out" the supervisor should be able to sense the real problem.

In demonstrating the problem of communication in supervision Dr. Feldman used a game with blocks. Two people sat back to back with identical sets of blocks in from of them. One built a structure with the blocks and the other was to duplicate the structure from the spoken directions of the first, demonstrating one way communication. The second time the person following the directions could say repeat or stop and the performance was better. On the third try he could ask any questions and the performance was far better.

Dr. Feldman pointed out that once a mistake is made it is compounded. One must be able to ask and answer questions for good performance as one is inclined to drop what is not consistent with the concept in mind.

She indicated one of the real jobs in supervision is to work on your own perception--be aware of the signals from other persons.

Dr. Feldman spoke of the sterotype of the librarian and remarked that librarians were fitted into the stereotype whether they really fitted it or not. She warned that one should see the whole picture with the whole people in it. Are we transmitting what we think we are, and why are our communication techniques so poor? We may, by voice or gesture, transmit something entirely different from what we say. A library staff may become so ingrained they need shaking up. Are you responding to people as people or only as functionaires? We are used to responding to the public in a service relation, can we give our fellow worker the same?

Anne K. Hoyt

Recorder

SOUTHWESTERN LIBRARY ASSOCIATION

Management Workshop VI

Library Collections - Bigger? Better? Balanced?

October 17, 1968

Discussion Leaders

1. Donald A. Riechmann, Director - Albuquerque Public Library
2. Mrs. Mayrelee Newman, Director of Instructional resources, El Centro College, Dallas

Management and manpower problems were related to the buildings of library collections.

1. Collections should foster interests relating to community, county or area served. New selections of books should be made in terms of user's needs after analyzing present collection.
2. Reciprocal borrowing between various types of libraries should be considered in building our own collections. Interlibrary loans and cooperation between different types of libraries within a given area should be encouraged. This might enable each library to build a collection in a specific subject area.
3. In using technological changes to help build book collections, the criteria should be bigger, better, and balanced. Standard tools can be used to start new collections and are basic. Computers and other mechanical devices can be used to expand and speed up additions to these basic lists.
4. We must look at all our tools from booklists to computers - so that the librarian can be freed from time consuming tasks to have more time to serve library users. We need to remember what the collection is being built for - for the sake of a good collection itself or a collection that will serve the library user - to get material to him as efficiently and promptly as possible.

Sylvia Mills
Reporter
Stuttgart Public Library
Stuttgart, Arkansas

SOUTHWESTERN LIBRARY ASSOCIATION

College and University Section

The College and University Section, Southwestern Library Association, met in the Emerald Room of the Mayo Hotel on Friday, October 18, 1968, at 8:30 a.m., with Mr. Robert A. Houze, Librarian of Trinity University, San Antonio, presiding.

"Current Forces Affecting Academic Library Management" was the subject of a panel discussion with the following participants:

> "Changing Technology" presented by Mr. Richard L. Okeeffe, Associate Librarian, Fondren Library, Rice University
>
> "Relationships with Government and Industry" presented by Mr. T. N. McMullan, Director of Libraries, Louisiana State University
>
> "Training of Librarins" presented by Dr. Roscoe Rouse, Director of Library, Oklahoma State University

Dr. Paul Wasserman, Dean of the Graduate Library School, University of Maryland, served most capably as resource person.

A brief business meeting followed the program. The minutes of the 1966 meeting at Dallas, Texas, were read and approved.

Mr. Frank Blackburn, Librarian, West Texas State College, Chairman of the Nominating Committee, made the following report for his committee:

> Chairman: Mr. Robert A. Houze, Librarian, Trinity University, San Antonio, Texas
>
> Vice-Chairman and Chairman-Elect: Mr. Ed Holley, University of Houston, Houston, Texas
>
> Secretary-Treasurer: Miss Ann Cramer, Librarian, Southwestern State College, Weatherford, Oklahoma

Mr. Blackburn reported that Kenneth Toombs, elected chairman-elect at the Dallas meeting, had left the southwest, and Mr. Houze was nominated to serve in his place. It was moved and seconded that the committee's nominees be elected by acclamation. The motion carried. Other members of the Nominating Committee were Lee Spencer and Pearce Grove.

Mr. Houze spoke briefly on possible activities of Southwestern, and the College and University Section. Mr. McMullan reported on a publication of the Southeastern Library Association, "Guide to Research Collections in the Southeast," published by the University of Georgia Press.

The meeting adjourned at 10:15 a.m.

Frances Kennedy, Secretary
Oklahoma City University

SOUTHWESTERN LIBRARY ASSOCIATION

College and University Section

"CHANGING TECHNOLOGY"

By Richard L. O'Keeffe

As part of my responsibilities I attempt to direct an organization called the Regional Information and Communication Exchange. It operates as a department of the library for the purpose of searching and organizing the literature of science and technology for business, commerce and industry. I find myself in the interesting position of trying to convince business, commerce and industry that as Congress put it "wider diffusion and more effective application of science and technology in business, commerce and industry are essential to the growth of the economy, to higher levels of employment, and to the competitive position of United States products in world markets . . . that the benefits of federally financed research, as well as other research, must be placed more effectively in the hands of American business, commerce, and industrial establishments." We are trying to convince business, commerce and industry that we have a way to put into their hands the latest ideas and methods (or technology) that can usefully be applied in business, commerce and industry and that they should use these ideas and this technology.

At the same time, we are trying to operate this particular service on a business-like, progressively self-supporting and self-sustaining basis. We find that we must be especailly alert to and prepared to use, where appropriate and economically possible, technology and/or its fruits - whether this means computers, machine-searchable tapes, xerography, telegraphy cartridged microfilm, or what have you.

In this kind of situation, one develops ways of looking at things that did not necessarily characterize his outlook as a university librarian. In this other context he could be tempted to relax at times, safe in the knowledge that faculty and students would press the administration and library for bigger and bigger book budgets; longer hours of opening for the library; and more services. He could reason that the library is likely always to be needed, and that faculty and students will put up with inefficiencies in acquisition procedures, growing back-logs in cataloging, old-fashioned circulation systems that do far less than they should to maintain current records, produces overdue notices promptly, place holds on books, and keep good statistics - that they would put up with some of these things because they appear unavoidable in situations where librarians with tight budgets and growing student bodies already have their hands full with work.

I suggest that all of us owe it to ourselves to fight this tendency. We are faced with a three-front battle in managing over-all costs: (1) the exponential growth of the materials we are asked to acquire (little can be done about this), (2) the exponential growth of the salaries of our personnel (Don Culbertson has suggested that over the past 80 years we have been fighting a losing battle with personnel and other costs; that in the 1880's libraries spent about 3/4 of their budgets for library materials and 1/4 for personnel costs - a ratio that had been inverted by the 1960's), and (3) the growing need to provide more access-per-item to our collections due to the increased size of the collections.

This three-front battle with costs should make us especially alert to changing technology, especially that tested and approved for us within our own profession; and willing to invest that hopefully small, but still necessary portion of our operating budget required to underwrite exploratory and analytical work; including providing trained personnel for experimentation and planning, and including the willingness to work with departments on our campuses that may have special knowledge to share with us.

One good example of something readily available to us to exploit is the Library Technology Program of the ALA/SLA., which conducts a program of information, testing, standardization, and development for library supplies, equipment, and systems. A major and continuing project was the one that led to William Hawken's *Copying Methods Manual* (1960), which comprehensively studies the processes that can be used to copy library materials; the methods and techniques for producing full-size copies, microcopies, and eye-legible copies from microforms. Another program (that listed some 5½ years) developed performance standards for library bindings. Still other programs or projects were or are concerned with the causes of leather disintegration; guidelines for the selection of books to be set aside for binding or restoration; a study of carpet underlays for library buildings; one of compact shelving; others of circulation control systems and the use of data processing equipment in libraries, bracket-type steel shelving and catalog card cabinets. There isn't a thing in this list that isn't or shouldn't be of interest to us; that doesn't play some part in our three-front battle in managing over-all library costs.

Another good example is that provided by the Council On Library Resources, Inc. In its own report on its first decade (1956-1966) it is stated: "some felt libraries (in 1955, that is) were neglecting to take advantage of modern technology, and they pointed to the potential space-saving characteristics of microfilm and to the information storage and retrieval capabilities of those 'giant brains,' the computers, as calling for more effective exploitation than libraries were giving them." Having concluded that "libraries, though suffering from the effects of the machine age have gained disproportionately little" from it, the Council has, through a program of grants-in-aid, assisted the L.T.P., the late W. J. Barrow's investigations of the deterioration and preservation library book stock, experiments with telefacsimile and closed-circuit television between libraries, and the questions of automation in libraries from programs for controlling a record of serial acquisitions to substantial support for studies and programs concerned with the automation of the Library of Congress' procedures - these having nationwide, generally applicable implications. These programs, too, come close to the problems we face in physical maintenance, efficient use of space, good record-keeping, design and testing of library equipment, and even the design of library buildings.

It would appear, however, that mostof our concern for the effect of modern and changing technology on the college and university library is focused these days on mechanization, data processing and automation.

I am fairly well convinced that the technology to mechanize important library functions is at hand and consolingly in use. If I am correct in saying both that the costs of acquisitions and personnel are experiencing exponential growth to the point of its being virtually impossible for our libraries to absorb the added costs of access and control with manual methods, and that the cost of mechanization is going down rapidly, even exponentually, mechanization provides the opportunity to satisfy the real need of the user for access to our collections at progressively low cost. It must, therefore, be faced (especially in the construction and maintenance of the card catalog) the single most imprortant tool in our libraries.

I believe those who say that the library's specialized needs set demands that demands specialized equipment. Scientists and mathematicians were not long satisfied to use in business offices the computers that were developed for business use. In the 1950's, one large company after another saw the utility of the degital computer as a tool for processing financial data - to put out the payroll as it were. The scientific community began to use available time on business-oriented computers, and by the late 1950's had demonstrated that it could make use of vast quantities of computer time effectively - an in the present decade most scientific computation is reported as being self-supporting.

I think we should learn from the experience of the scientific community. So far, few libraries have advanced sufficiently into automation to justify lease of their own machines. With many large libraries that day is here or almost here, however. From our own experience at Rice University with using a central university general purpose machine as well as our own library-dedicated machine, I am ready to believe those who say that truly significant breakthroughs for libraries are likely to come only when some libraries have their own tailored computing equipment with a significant amount of "free time" available for experimental work.

Even though computers are doubling their capabilities within every year of development currently, it is still difficult for a medium-sized library like our own to continue to justify and to continue to lease a computer for its exclusive use. We have had to set broad regional academis, interlibrary, and developmental goals that interest business, commerce and industry, and colleges and universities to the extent that they will make financial as well as moral contributions to them. We feel it our obligation to put the libraries and academic resources of the region to work through a program in which the computer and telegraphy and other technological equipment are involved for demonstrable benefits to each participating academic institution. This spells "consortium" and putting to work for the consortium the specialized staff and tools that we judge have the best chance of making an impact. All of this has a tremendous influence on management in the academic library. For one thing, it makes the academic librarian more of proposer of grant applications; more of a lobbyist; more of a public relations man; more of a salesman than he was; more of a machine technologist than he ever expected to be.

In the use of technology we stumble, I am sure, all over the library. But all of our staff and all of operations benefit in the eyes of our university and our users because we strike the administration as trying to keep up, and as willing to experiment while we defend and promote traditional values. You may serve only a handful of the Chemistry and Biology faculties in terms of keeping them up to date and aware of new developments through a program of selected dissemination of information. One may have only his circulation routines under computer control, but he is working on a computer-based operation for book order verification. You have brought in X numbers of dollars for experimentation (and X number of dollars in overhead for the university). Everything looks better because of them. Your specialized staff speaks, writes, and publishes, and your cost-conscious, efficiency-minded administration is more willing to give you the money and the positions you need for staff support, staff travel and staff training as a result. Your university uses you as part of its justification for support for a new general purpose computing installation with remote console features that may give you the opportunity to go on-line with circulation and acquisition procedures. You demonstrate that you are interested in education and in the user of the library; that you are willing to make fundamental re-assessments of longstanding arrangements and assumptions in order to serve the user of the library.

This is the challenge and the impact of technology on management as I see it.

SOUTHWESTERN LIBRARY ASSOCIATION

October 17 - 19, 1968

College and University Section

T. N. McMullan

Current Forces Affecting Academic Library Management Relationships With Government and Industry

In an attempt to discuss with you the relationships with Government and Industry, I will present this subject in three parts:

1. HEA Title 11 - College and University Library Resources.
2. Higher Education Facilities Act, Graduate Division.
3. Relationship with industry.

It will be most meaningful to you if I draw on my experiences for the past three years for HEA Title 11 - College Library Resources - Special Purpose Grant Type A, B and C. Some of us have not been too clear on the guide lines for the Special Purpose Grant. We have made an earnest effort to comply and the results seem to be a fraction of what we believe to be qualified to receive.

I can best illustrate by my own experience (see enclosure 1). We received the basic grant for 1966, 1967, and 1968 of $5,000.

In 1967 we applied for $46,701 Supplementary Grant and received $35,309. We also applied for $25,000 Special Purpose A and $54,000 Special Purpose B. We received nothing.

In 1968 we applied for $116,536 Supplemental funds and received $43,765 (about one-third of request). We also applied for Special Purpose C of $49,188 and received nothing.

A close look at the Type A criteria sheet shows that it is designed for the Baccalaureate Institution with a research center of special Instructional Center and a new undergraduate Library Facility or a new graduate library facility.

The Type B criteria is designed for the institution that maintains a large or comprehensive library collection either independently or cooperatively with other institutions which will be of national sigificance, and there is a catalog, bibliography, or guide available with professional personnel and equipment. There were very few of these awarded and competition was the greatest here.

Type C grant requires documentary evidence that a cooperative acquisitions program is evident and formally organized, with signatures of agreement. The date of the combination should be fairly recent and one half or more of member must be at graduate level and organized on regional or national basis. You must have supporting services of combination, central storage facilities and a catalog, bibliography or other guide issued or available. This was also very competitive.

My feeling was that there is not enough money available to support applicants and a fine selection made in Types "B" and "C". The supplemental grants seemed to be awarded on a state and regional basis percentage wise.

Enclosure II. I have served as a consultant for the Higher Education Facilities Act Graduate Division. The program had 60 million dollars in 1968. This is called the Graduate Facilities Program Title II of the Higher Education Facilities Act of 1963 Public Law 88-204, as amended.

When this program was initiated in 1965 there were many libraries in the country taking advantage of this opportunity. However, in 1967 and 1968 there has been a decline in applicants and Universities are requesting funds for other types of academic buildings. These funds are not confined to libraries. There seems to be a state allocation and the money is granted where the institution puts up two-thirds and the federal government one-third. For the past four years there have been 313 grants of $214,181,716 with an average grant of $684,287, the estimated total Development cost being $1,208,216,809.

Relationship with Industry III. I heard an ARL speaker from Industry a few years back state that Industry had rather pay for library service from Research Libraries on a per request basis rather than support these institutions by gifts.

Then, the University of Michigan Survey in 1961 to ARL Institutions attempted to find out how these institutions were working with industry and how financed.

We attempted to implement the State Technical Services Act by having the Universities work with business and industry. The political situation prevented this from becoming a reality.

We then tried to perform a one year experiment with LDX. The idea here was to give rapid service to business and industry and to see if there was a need for rapid communication. The industrial grant for this prupose was never forthcoming.

I believe the Houston, Texas project worked for a number of years with Rice University and businesses and industries cooperating. I understand that this is not working too well at present. I conclude that business and industry are not aware what Research Institutions can do to assist in their research programs or else they are not willing to pay for this service at the present time.

ENCLOSURE I

My Experience

	1966	1967
Amount available Total	$10,000,000	$25,000,000
LSU Applied for	Basic $5,000	Basic $ 5,000 Suppl. 46,701 Spec. Purp. A. 25,000 " " B. 54,000 " " C. None
LSU received	Basic $5,000	5,000 Basic 35,309 Supplemental 40,309

	1968
Amount available Total	$25,000,000
LSU Applied for	Basic $ 5,000 Suppl. 116,536 Spec. Purp. A. None " " B. None " " C. 49,188
LSU received	5,000 Basic 43,765 Supplemental 48, 765

Grouping for 1968

Basic	$10,294,709
Supplemental	10,764,524
Special Purpose	3,449,986
19 Type A	895,059
9 Type B	558,924
32 Type C	1,996,003

(Types A, B, C on following pages)

ENCLOSURE II

Applications will be rated according to the following criteria and point system:

Evaluation Score
(Maximum Score Obtainable: 15)

TYPE A

(1)

(a) When the institution offering no higher than the baccalaureate degree has established during the year of application or the two preceding academic years, a new baccalaureate major program (s), or a new undergraduate professional school (s), and the institution's library has less than -

(1)	100,000 volumes	- 10
(2)	200,000 volumes	- 6
(3)	300,000 volumes	- 2

or

(b) When the institution offering the master's and/or work beyond the master's but not at the doctoral level has established during the year of application or the two preceding academic years, a new master's or sixth year specialist program (s), and the institution's library has less than -

(1)	300,000 volumes	- 8
(2)	500,000 volumes	- 6
(3)	700,000 volumes	- 4

or

(c) When the institution offering one or more doctoral programs has established during the year of application or the two academic years preceding the year of application, a new doctoral degree program (s) or a new graduate professional school (s), and the institution's library has less than -

Evaluation Score
(Maximum Score Obtainable: 15)

(1) 500,000 volumes - 8

(2) 750,000 volumes - 6

(3) 1,000,000 volumes - 4

(2) When the institution has established during the year of application for the two preceding academic years, special instruction or research center (s) for which additional library materials are needed. 5

(3) When the institution has established during the year of application or the two preceding academic years, a separate general undergraduate or general graduate library facility (building) for which additional library materials are needed. Exclude departmental or divisional facilities. 2

Evaluation Score
(Maximum Score Obtainable: 30)

TYPE B

(1) When an institution maintains a comprehensive library collection in a specialized subject field, either independently or cooperatively with other institutions of higher education, which is required for advanced scholarship or research, and makes such resources available to the

(a) national scholarly community - 10
or
(b) regional scholarly community - 5

(2) When the shared or institutional specialized collection for scholarly and research use includes primary source materials. 4

(3) When a catalog, bibliography or guide is available for the specialized collection. 10

(4) When an institution maintains a specialized library collection for scholarly and research purposes and provides designated professional personnel and 6

equipment for use in effective sharing of such resources in an acceptable response time. 6

Evaluation Score
(Maximum Score Obtainable: 45)

TYPE C

(1) When the combination of institutions is formally organized for cooperative acquisition of specialized or infrequently used library materials. 9

(2) When each member library of the combination has sufficient designated professional personnel and equipment to render inter-institutional library library service in an acceptable response time. 9

(3) When the combination of institutional libraries utilizes a central storage facility. 9

(4) When the combination of institutional libraries

  (a) has issued catalogs, bibliographies or guides to their shared resources 4

  (b) maintains cooperative cataloging services on their shared resources. 4

(5)

  (a) When the combination of institutional libraries represents institutions offering graduate degrees which have been cooperating on one of the following bases:

    (1) on a national basis 5
    or
    (2) on a regional basis 3
    or
    (3) on a local basis 1

  (b) When the combination of institutional libraries for the acquisition of special and/or frequently used library materials was established

    (1) within the past 5 years 5
    or
    (2) more than 5 years ago 2
    or
    (3) more than 10 years ago 1

SOUTHWESTERN LIBRARY ASSOCIATION

College and University Section

A CHALLENGE TO ACADEMIC LIBRARIANS

by Roscoe Rouse

Library historians will write us up either as the last of the old school die-hards or as the first of the space-age adventurers in libraryland. Without question we are working in profession that is undergoing rapid transformation in a changing world. Are we as individuals really facing up to this fact? What have we done to update our capabilities in the new age?

Maybe we sit around and hope that the library schools will come up with all the answers some day, hope that they will offer more and better courses in library automation and perhaps will even turn out enough graduates to fill our vacancies. In the meantime, the world turns, Apollo 9 lands on the moon, and such non-library business as documentation and information retrieval is taken over by the scientists and engineers. Already non-librarians have moved in and are handling journal, report and document information more rapidly and better than librarians ever did.

The federal government is taking care of its needs in one way or another. The big-money agencies with rapid information requirements are not sitting at the library school doors waiting for them to gear up. They have brought computer technicians into their libraries and the drums and discs are moving right along. We hope to locate some of these glamor boys for our libraries too, but they are hard to come by, so with our frugal little budgets we send our people to clinics, workshops, [illegible] ees. These are stopgaps, of course. We need libra[illegible] hat are fully tooled up for computer training. W[illegible] ng for candidates for certain specialized positions on o[illegible] taffs, we no longer look for the conventional librarian-type person who simply loves books. Perhaps our headache can be traced back to the fact that systems analysis simply does not conform to the traditional library school curriculum.

This is not to imply that no one is doing anything about it. A look at library school catalogs has convinced me that they are on the move, for the most part. Almost every ALA accredited library school has at least one course in systems analysis or library data processing, although one course will not give us the kind of librarians that we need. Some few schools have forged ahead in this field most encouragingly. One would note in particular the library school at Case Western Reserve University, and at some schools a new degree has emerged, the MSIS (Master of Science in Information Science). The number of colleges and universities that have offered and will offer the federal funds summer institutes in computer science is also encouraging.

Library education has progressed somewhat, but have we who finished our degrees earlier? What have we done to keep abreast? Have we who have been out of school five, ten years continued our education? What about academic librarians who have been out of school twenty years?

In case you are moved to a concern about your own fitness for your job, try this little test on for size. Think back to your own training in library school and ask yourself this question: in view of the library school training you received and with no experience, if you applied to your present library for a job, would you hire yourself? Remember, you may have studied Mudge instead of Winchell, you may have never heard of NUC, of proof slips, of card reproduction, most especially of MARC, Abel, library networks, journal reprints and certainly not computer application to libraries. Would you hire yourself? You probably would not. Many of us did not pick up computer science and networks in library school, but we assume a great deal has been accumulated through on-the-job training and other forms of continuing education. But the word "assume" here bothers me. Left to assumption, there probably are very few academic librarians who work in a positive way toward continuing their education. Then the logic arises that many professional librarians today are not well suited to their assignments, they are out-of-date, anachronistic.

We can be grateful for the opportunities of continuing education in librarianship that we have, though they are few enough, and hope that more of us will want to take advantage of them. Some of these are available right at home and are rather painless. They include reading professional literature, course work on our own campuses, and attendance at lectures and seminars. We can keep abreast of the times by taking part in an occasional conference, workshop or institute in librarianship at one of the graduate library schools. But more highly recommended would be post graduate work for a full term or summer. In addition, our spectrum can be broadened, of course, by learning from others, observing successful and unsuccessful attempts in various aspects of library management. And finally, experience does count for something, if we make certain that our view does not become narrow and confind by introspection.

There are proponents of a formal program of continuing education who look to our parent professional organization, ALA, to take the lead. They propose an on-going series of projects in this area, emanating from an office of continuing education in librarianship, located in our national headquarters. Courses would be offered with guided reading programs and a lecture series. Upon completion of each course, a certificate of diploma would be granted. This is a method used by some other professions, dentistry and medicine being examples. The Oregon Medical Association requires its members to keep current of medical techniques through courses, seminars, or research, with the alternative of taking an annual examination. In England the Library Association has a fellowship program which operate much in this fashion.

William H. Jesse and Ann E. Mitchell recently conducted a survey reported in College and Research Libraries to determine what study opportunity is offered by college and university libraries to the professional staff.* In response to the question regarding time off the job for taking courses on campus, it was determined that very few institutions had any formal policy on the matter, but the majority of libraries would require the employee to make up the time. Library administrators reported, on the other hand, that fewer than on-third of their staff members were interested in furthering their education.

The Jess-Mitchell Survey can be a valuable resources paper to fall back upon when we fight our battles at home on this matter. One unfortunate fact seems obvious however: too many professional librarians are satisfied to plod along in their old accustomed ways, too smug and content to have any desire to be further educated or to have their thinking processes rearranged in the least. A one-shot program of study for a profession no longer lasts a lifetime in this rapidly changing world--not even in librarianship.

The Commission on a National Plan for Library Education was established six years ago by the American Library Association. Its purpose is to insure the highestpossible quality of service from libraries and other information agencies in the years ahead. The Commission expects to encourage library schools to give us new approaches to the meaning of librarian as well as new approaches to standard and unique library tasks, to give us new concepts in information sciences, new methods of storing and disseminating information, to teach us the use of new media. The Commission recognizes the fact that the changes in our profession are greater than the changes in many others. The Commission recommends that the ALA seek funds for the establishment of an office or center for research and experiment in library education and in personnel administration. The profession needs this kind of thinking, and we are also encouraged by the establishment of the Office of Library Education in our ALA headquarters and the appointment of a director in 1966.

Out of the great noise made about the library manpower shortage has risen a little man who hopes he will be our salvation. He is the Library Technician, or Technical Assistant, though his name varies from library to library. There are champions of this new breed of "librarian" and then there is the opposition. An ad hoc committee has appointed by ALA in 1966, a joint committee of LAD and LED, to study the proposal that a two-year college program be instituted for the training of semi-professional librarians. That committee recommended that standards be set up for such programs primarily in the two-year colleges. These library employees would assume a place on the staff somewhere between the professional librarian and the clerical employee. They would perform duties in cataloging, for example, which require less schooling (filing, handling added copies, and books with LC copy). These assistants would also fill positions in the circulation department, perform routine duties in documents and also in acquisitions and serials. Your speaker had the experience of creating such a staff position in a previous assignment, being fortunate in having available an ample supply of willing faculty wives with college degrees. These semi-professional librarians were called Catalog Assistants, Serials Assistants, or Acquisition Assitants, depending upon the department to which they were assigned. Twelve such semi-professionals were trained on the job as Bibliographical Searchers, working under a professional librarian, and here were employed both men and women with good academic degrees. The result in this case was most satisfactory. At Oklahoma State University, we have a position titled "Library Assistant" which is similar. These people perform duties which professional librarians handle in many libraries, and they are professional enough to be members of our state and regional library associations.

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*William H. Jesse and Ann E. Mitchell, "Professional staff opportunities for study and research." College and Research Libraries, 29:87-100, March 1968.

Dr. Lester Asheim in his widely discussed October ALA Bulletin article has taken this position a step further and recommends two distinct levels of semi-professional duties in the library, in addition to the purely clerical assignments. His technical assistant position would carry a pre-requisite of two years of college work, or high school graduates with specific training, but the U. S. Civil Services has a position called "Library Technician," the qualifications for which are based on experience only, there being no educational requirements.

Some of the disadvantages accorded by some to the use of such a position have been rather convincing. One writer in Canada was quoted by Mr. Samuel Sass as stating that he was pleased with the growth of the two-year library education programs which were emanating from the new community colleges, in particular. He said this was "an indication of the new trend in education for library service.* One community college advertised the program with the following qualifications required: "You should like books, feel they are important, and you should be able to convey your pleasure in them to others."** The college which issued that brochure had no professional librarian on its staff and one wonders who would teach the courses. The ALA Library Education Division in 1965 recommended that courses for the training of library clerks or assistants in junior colleges not be encouraged. The Commissioner of Education in New York State conducted a study of the position level and the resulting opinion was, "There is no place for the proposed library technician program." Mr. Samuel Sass wrote of his displeasure with the technician position stating that the courses are most often offered by community colleges looking for programs to offer "to cash in on the Vocational Education Act."*** He tells of a letter received by the National Referral Center for Science and Technology signed "Librarian." "Gentlemen: I read with much interest of your referral center and would like to have a copy of the booklet and also for additional service details. Also, perhaps you might advise how I might obtain a copy of the Library of Congress Method of Cataloging Scientific Books on Electronics, etc. P.S. What are the Library of Congress printed cards and their intended use?" Sass compared this is a physician writing a letter to the U. S. Public Health Service and asking about aspirin. The writer, he surmises, might well have been one of the new breed, a mini-librarian from a community college.

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*Samuel Sass, "Library technicians--'instand librarians?'" Library Journal, 92:2122, June 1967.

**Ibid.

***Ibid.

How many of us, academic librarians, wondered when we left library school if we were really sufficiently trained to take up duties in a college or university library? How many of you administratros have employed newly-emerged library school graduates whom you knew were not ready for you assignment? How many library literature writers have lamented the lack of adequate library school preparation for one particular job or another? A spotcheck of library school curricula made by your speaker indicates that only half the library schools today offer even one course in academic library administration. Some of you may never have had a course concerned strictly with college and university libraries! We expect library education to be all things for all people, and it is difficult to think of a profession in which such a wide diversification of knowledge is required. The educators have countered our complaints with "We send you professionally trained people and you assign them to clerical tasks in your library."

It seems obvious that we need dialogue between the academic library administrator and the library school faculty. We mustn't rush down the rose-covered path to a supposed Utopia of Technical Assistants as the all-in-all panacea nor fold our hands and await the knight in shining armor who ticks and flashes lights when he walks. We can take positive action, however, by keeping informed, by working toward the advancement of the profession and our own proficiency, by encouraging our colleagues and/or staff toward professional growth through continued education. Let's establish rapport with the nearest library school faculty and with the ALA Office of Library Education. The trends we see in library education are encouraging and the future of training for academic librarianship looks better, much better, than the past.

SOUTHWESTERN LIBRARY ASSOCIATION

Public Library Section

October, 1968

The Public Library Section of the Southwestern Library Association met at 8:30 a.m. on Friday, October 18, in the Civic Center, Tulsa, Oklahoma. Miss Esther Mae Henke, Associate Director for Public Library Services, Oklahoma Department of Libraries, Chairman, presided.

Minutes of the Dallas meeting were read and approved. The following slate of officers was presented:

Chairman - Mr. Wyman Jones, Director, Fort Worth, Texas Public Library

Vice-Chairman - Mr. Donald A. Riechmann, Director, Albuquerque Public Library, Albuquerque, New Mexico

Secretary - Miss Peggy Smith, Arizona State Library, Phoenix, Arizona

The slate of officers was elected by unanimous vote.

Following the business meeting a panel was presented to bring to the section a summary of each of the previous day's workshop sessions on library management. Mrs. Florrinell F. Morton, Director of the Library School, Louisiana State University was panel moderator.

Miss Mary L. Giraud, Librarian, Lake Charles, Louisiana discussed "Problem solving in Public Libraries" making the point that librarians are in the management class whether they like it or not. We compete for public money. Our profits are service and dividends are increased service and more public support. We may not be prepared to run a business, but we will have to emulate them to be successful.

Mr. William H. Lowry, Librarian, Pioneer Multi-County Library, Norman, Oklahoma in pointing out "Political aspects of Public Library Administration" said that any library seeking a stronger legal basis and more support, must enter the political scene. Being politically involved can be consistent with honesty and integrity in library goals. Our jobs may even be threatened, but what good is a job that is stagnant?

Miss Mary Sue Shepard, Librarian, Pulaski Perry Regional Library, Little Rock Arkansas discussed "Human Relations in Personnel Management in Public Libraries" and emphasized that we must know what we are talking about.

Mr. Donald R. Riechmann, Director, Albuquerque Public Library, Albuquerque, New Mexico in defining "Library Collection and Development Management" said that we are not always coordinating collection management with other community library agencies, and we are not always oriented to library service. The library has a great responsibility to provide information (in quantity) on controversial and vital issues.

Mry Wyman Jones, Director, Fort Worth Public Library, in outlining "Administrative Problems with changing Technology in the Public Library" described some of the problems involved in setting up the Co-op processing Center (for 30 libraries) at the Forth Worth Library.

Following the presentation was a discussion concerned primarily with problems of book selection.

The new officers were introduced, and the meeting was adjourned.

Respectfully submitted,

Brooke E. Sheldon, Secretary
Head, Public Library Development, New Mexico State Library

SOUTHWESTERN LIBRARY ASSOCIATION

REPORT OF THE NOMINATING COMMITTEE

Children and Young People

October 18, 1968

Chairman:	Mrs. Betsy St. Julien Assistant Professor Library School Louisiana State University Baton Rouge, Louisiana 70803
Vice Chairman and Chairman Elect:	Miss Mary Ann Wentroth Children's Consultant Oklahoma Department of Libraries State Capitol 109 Oklahoma City, Oklahoma. 73105
Secretary:	Mrs. Anne Jackson State School Library Supervisor State Department of Education 112 Mart Building Little Rock, Arkansas

Mrs. Billee Day
Miss Frances Nix
Mrs. Pearl Wilson, Chairman
Nominating Committee

SOUTHWESTERN LIBRARY ASSOCIATION

Children and Young People's Section

The Children and Young People's Section of the Southwestern Library Association held its biennial meeting Friday, October 18, 1968 in the Civic Center, Tulsa, Oklahoma. Section Chairman, Mrs. Grace Rae, presided at the meeting held from 10:30 a.m.-12:00.

At the business session, the minutes of the previous meeting were read and approved.

Greetings were read from Phyllis Hostettler, President, AASL.

Mrs. Pearl Wilson, Chairman of the Nominating Committee presented the following persons as candidates for the coming biennium:

> Chairman - Mrs. Betsy St. Julien, Assistant Professor Library School, Louisiana State University, Baton Rouge, Louisiana, 70803.
>
> Vice Chairman and Chairman Elect - Miss Mary Ann Wentroth, Children's Consultant, Oklahoma Department of Libraries, State Capitol 109, Oklahoma City, Oklahoma, 73105
>
> Secretary - Mrs. Anne Jackson, Coordinator, State Department of Education of ESEA, Title II, 112 Mart Building, Little Rock, Arkansas.

With no further nominations, the slate was accepted as presented.

Mr. Rae presided over the program which followed. The theme chosen for discussion was "Lasso your Dreams", speakers were Miss Mary Ann Wentroth, Children's Consultant, Oklahoma Department of Libraries and Freddy Schader, Arkansas Library Commission, both former Chairmen of this section.

A question and answer period followed with questions centered around the new school library or media standards.

The meeting was adjourned by the Chairman.

Respectfully submitted
Sarah Jane Bell

SOUTHWESTERN LIBRARY ASSOCIATION

Children's and Young People's Section

LASSO YOUR DREAMS

By Mary Ann Wentroth, Oklahoma State Library

October 18, 1968

If "Lasso Your Dreams" sounded a little corny when you first saw it written down as the theme for our meeting, let me just admit right off it sounded a little that way when we first thought of it. But it really is a worthy and challenging theme.

Dreams We Must Have! I once was fortunate to work under a director who frankly told his staff that he expected to see them sitting and staring into space sometimes. He, also, expected some imaginative results from those periods of dreaming, however.

A firm base for dreams is important, for this must be healthy, conscious dreaming - not escape from reality, not excuses for what we are not doing. Let's review briefly the objectives of public library service to children drawn up by Harriet G. Long in her classic, RICH THE TREASURE, and adopted in the ALA STANDARDS FOR CHILDREN'S SERVICES IN PUBLIC LIBRARIES.

1. To make a wide and varied collection of books easily available
2. To give guidance to children in their choice of books and materials
3. To share, extend and cultivate the enjoyment of reading as a voluntary, individual pursuit
4. To encourage lifelong education through the use of public library resources
5. To help the child develop to fulfill his personal ability and his social understanding
6. To serve as a social force in the community together with other agencies concerned with the child's welfare.

Make a note to look at them again when you get home. Read them over slowly and do a little self evaluation of your library's program.

These are not new objectives, but they are so basic that they are ever-new. It is in the implementation and the expansion of the fields of service that we must be forever seeking new avenues of service without deserting our fundamental values and philosophy. Each of you must dream for yourself. No one can do it for you. Your inspiration may come from needs which you become aware of in the community through activities outside of your library. (Do you need to be encouraged to lead a varied, well rounded existence rather than getting tied up in a small library world?) Some of your friends, or even a critical patron may plant the seed of an idea. Certainly you must set aside time somewhere in the schedule for professional reading which will keep you in touch with new directions as well as re-enforcing you in your own projects. From whatever source they come, let your dreams grow big and strong, but discipline them with a firm knowledge of your objectives.

Good children's librarians are consistently good dreamers, but their ideas may get hung up by lack of funds, too little understanding from their administrators, pressure of many routine demands, and so on. The frustrations you can multiply in your own minds with no help from a speaker.

We have heard (or are going to hear) about the innovations in school libraries. I cannot be happy about their dropping of that terminology, but I must admit to being excited about some of the things I have seen happening in the experimental centers. Having read about and seen these things, I am more convinced than ever that the public library children's services are challenged to be equally innovative and experimental. This takes forcefulness and courage - which we must admit we do not always find within our make-up as easily as we find an ability to dream. Here then is one of the strands which we must lay hold of and weave into the lasso. Shall we take the first courageous step and come right out and call it "guts"? That's the kind of courage we are going to have to find within ourselves to realize these dreams.

Now the best lassos are not made from a single strand. We need to reinforce it with other strands of rawhide, and for these we can turn to the standards drawn up by a committee of our fellow workers and based on their experiences and ideals. Note that these standards are not stiff, rigid stakes set like a fence to force conformity. Nor are they synthetic plastic strips of uninteresting uniformity. They are handcrafted with loving care, flexible as rawhide worked and cut by hand to assure their usefulness in a variety of situations, yet firm and durable to stand up under the stress that may be put upon them. Don't be afraid of them. Use them.

Let's look at them together. (Standards for Children's Services in Public Libraries. Prepared by the Subcommittee on Standards for Children's Service, PLA, ALA. 1964.)

Standards 1 and 2 deal with Administration of Children's Services, pointing out the need for and the 14 areas of responsibilities and lines of authority of the children's librarians. I'd like to read these to you -- "The children's librarian is a specialist in his agency in the same way the coordinator is a specialist for the system. He is a part of the staff of the agency, functioning within the framework of the organizational pattern. Under the guidance of the coordinator and the general supervision of the head of his agency, he plans the use of the juvenile budget, selects books and other materials, maintains the collection, plans and executes programs, and renders direct service to the public. Library time is provided to examine and select library materials and to prepare for programs." (p.16)

Standards 3 through 6 consider Personnel, pointing out that provision of a qualified professional staff for work with children, and the organizational pattern within which its various members work, are basic considerations in public library service. Beyond the basic formal education required, the personal characteristics such as "a liking for, understanding of, and ability to work with children of all ages" are delineated.

The need for opportunities for advancement which we have all felt so keenly is pointed out. Why shouldn't the children's librarian who demonstrated administrative ability be considered seriously for the position of branch librarian, extension services, etc.?

Standard number 6 states categorically that "There must be professional library assistance to children in each agency during its hours of service." This is the kind of statement that may make a director or a trustee in our geographical area want to throw out the whole set of Standards as impossible. It is a valid standard and one toward which we must strive, but until we can recruit, train, and hire several thousand new library school graduates every year, it just isn't possible. So until this standard is possible to realize, I would compromise for an individual having the personal characteristics mentioned in Standard 3 above, plus training and supervision under a professional children's librarian, for each agency during its hours of service.

The next group of standards deals with Services - that area where public libraries need to do some really serious thinking. The thongs of rawhide which you cut for your own lasso braiding here must be done carefully and honestly, for there may be serious temptations to let the knife slip when it goes against the grain. You may so seriously weaken the rope that it will break and your dreams cannot be held, or worse, the noose in the lasso will stick on a knot and choke the dream before it can be realized. Standards 7 through 12 need our consideration here one by one. They demand careful reading and honest consideration. Let us look at each one of them in turn.

7. Children's services has the responsibility to make the whole community aware of the uses of the children's collection and services. The word which needs emphasis here is "whole" community. Not just the children who come to the library now, but the ones who cannot, or do not for some reason make use of their public library. Why do they not come? Do they feel unwelcome? Do they feel lost? Are they unable to get there for some reason? Maybe you need to go to them. Maybe they need a special invitation, a special program, or just a conscious effort on your part to make them feel at home and eagerly served in a facility which is, after all, as much theirs as anybody else's. Read this standard slowly and examine your collection and services in light of it. There is no excuse for any library not to meet it.

8. Children's books and other materials are lent to children and adults for home use without arbitrary limitations. We are sometimes inclined to carry on with the same "rules" year after year, defending them on the very uncertain grounds that this is the way it has always been done. Sometimes it can be very revealing to take the old procedures and turn them around for a good examination. Look at the definition of that modifying word "arbitrary" in front of "limitations". It means "fixed or arrived at by an exercise of will or by caprice, without consideration

or adjustment with reference to principles, circumstances, or significance ... decisive but unreasoned." Now everyone knows that a public library operated from public funds must have rules and regulations. This standard only asks us to look at those rules every so often to be sure we have not set up unnessary or arbitrary limitations on the fullest and best uses of the library's materials.

9. The children's area in each agency maintains the same hours of service as the rest of the agency. Library hours include times when children are free to attend. This principle is so easy to understand and defend that any elaboration seems unnessary. Just remember that it is one of the standards of service and call upon it - point it out - when you need it.

10. Individual reading guidance is a day-to-day activity in each agency and the most important children's service performed. I wish it were possible to pause here, sound a fanfare, and repeat "Individual reading guidance is a day-to-day activity in each agency and THE MOST IMPORTANT children's service." We do not mean by this that every child is hovered over every moment he is in the library, but we do mean that the children's librarian makes herself very available, knows her collection so well that she can suggest the unusual book to the right child, can take advantage of the right moment to open up new areas of thought and exploration to a young patron. Here is your chance to be a real professional! The boy who is hooked on dog stories needs yourskill and knowledge to show him the more unusual animal stories, the nonfiction that is fascinating reading in this area, the lives of famous people who have had interesting pets. For goodness sake, don't just point to a shelf of Animal Stories! The little girl who comes in for mysteries, may not really mean "mysteries" at all. She will probably be more than excited with a good adventure story - a plot with plenty of suspense. One your young patron knows he can depend upon your suggestions, he will take almost anything you suggest, and the field is wide open to you.

11. Children's services provides a variety of other library-oriented activities within the system. These activities include storytelling, preschool programs, reading aloud, book talks and book lists, displays and exhibits, vacation reading activities, audio-visual programs, and participation in and use of radio and television. Their effectiveness requires thoughtful preparation, advance publicity, consideration of the public to be reached, and critical evaluation. Here we need to refer back, as it were to point 7, and remind ourselves that these activities also need to search out the unserved children of the community as well as continuing to meet needs of the patron who habitually looks to the public library for service. To many of us, these services sound like the same old things. If they do, I have two things to say to you. First, take another look - what can you do with them to give them a fresh new look. They are all legitimate and rewarding activities. And second, put on your thinking cap - have a brain storming session - come up with some new services. (Please note, I said "Services".) This is the era of innovation. People may stand back and wait to see if your idea is any good or not, but you have the right and the obligation to try out new public library related programs and services. Warning: In your eagerness to find innovations, don't desertthe basis!

Public Library Services to children originated and grew to fill a community need. After that first great burst of energy, we have been rather inclined to rest on our laurels. Now with the development of School Libraries, we are challenged to defend our importance and to demonstrate a usefulness in order to survive. Simply offering another aspect of school library service during after school hours is not the answer. We must look to the unique services which the Public Library can offer its community. This leads us into Standard Number 12.

12. Children's services cooperates with all agencies serving the needs of children to bring about the best possible contribution to the growth and development of the individual child. The key phrase here is the last one, "Services which complement one another". Cooperation is a fine thing, but in too many instances it has been so interpreted or so implemented that it has amounted merely to "duplication".

Standards 13 through 18 are related to materials. Much of this is administrative, having to do with budget allocation, book selection policies and procedures. Essential items for a meaningful, rich and efficiently run children's department, but matters for each of you to take up as they relate to your own situation. Just be assured that here in these standards some points are made which you can use to re-enforce your position with your administrator. These quotations I would like to underscore in this section: "A wide variety of books and other materials is accessible to children". "Current needs and interests of children are provided for and future needs anticipated. Materials which will introduce children to concepts, ideas, and information for which they may not yet recognize their need." And Standard 16, I should like to print in red. "The resources of the entire library are made accessible to children as the need arises." (That strand of rawhide may choke some adult services staff before you get it woven into the lasso.)

The last three standards, 19 through 21, deal with Physical facilities. These as well as some others have been criticized as not being sufficiently detailed. Specifics are not hard to come by if needed and they may vary from one place or time to another. The principles here set forth are basic.

These then are the strands of rawhide - the Standards, if you will, to be braided together until the strands become almost indistinguishable, melded into one. Stiff and unfamiliar at first, but growing in flexibility and usefulness as applied. Hold it in your hands and work with it as you dream. Dream about the possible and the impossible, the things that have been done and those yet to be tackled.

Dream about:

Inservice training to make the best use of staff with no academic library education.

Encouraging staff to take advantage of Institutes and Workshops to broaden and up-date their training.

Becoming part of a library system to gain the strength that this makes available.

Imaginative uses for Federal funds made available to public libraries.

New services to the community (there are some you haven't explored!)

Consider you library's responsibility to the economically and culturally deprived, the mentally and physically handicapped.

Think how to capture the attention and interest of the "upper class" members of your service area who do not yet realize the riches you have for them.

That is a beginning. You take it from there, and having braided a lariat of your courage and the rawhide strips of Standards, whirl it round your head, capture your dreams and teach them discipline. There's no telling where it may take you, but it will be a great ride!

SOUTHWESTERN LIBRARY ASSOCIATION

Children's and Young People's Section

LASSO YOUR DREAMS OR STANDARDS FOR SCHOOL MEDIA PROGRAMS

By Freddy Schader, Arkansas Library Commission

October 18, 1968

Soon after STANDARDS FOR SCHOOL LIBRARY PROGRAMS were published in 1960, it becam evident that a revision of the standards was necessary. Some schools had already met and surpassed the 1960 goals and significant social changes, educational developments and technological innovations made it imperative to present new statements and new goals. The unified program of print and audio-visual materials had been touched on lightly in the 1960 standards, but the majority of schools maintained separate library and audio-visual services.

In 1966 both the American Association of School Librarians and the Department of Audio-Visual Instruction were in the process of revising their standards. AASL won a $25,000.grant for the purpose from the J. Morris Jones - World Book Encyclopedia - ALA Goals Award. Soon thereafter the boards of AASL and DAVI agreed to prepare the new standards jointly as a unified materials program because such a program would provide the most economic, efficient, and speedy service to the student who is likely to be looking for all materials in the same place.

When the subject for this session of SWLA was selected "Lasso Your Dreams" I could not keep from being amused because the new standards have been publicized as "the marriage of the two media - print and A/V". If you have kept up with the progress of the standards in library literature, you will know that the dreams and love affair between the two media have not been sunlight and roses. The librarians have complained that the "library" does not appear in the new standards and a whole new vocabulary - media center, media specialist, and media program has changed the image of their storehouse of knowledge. The Audio-Visual people maintained that the quantitative A/V standards were much too high, disagreed about staffing the centers, and asked why librarians wanted to get mixed up in their field. But after several joint committee meetings, more work, and revisions, and endorsement by 27 national organizations concerned with educating young people, both AASL and DAVI have approved the new STANDARDS FOR SCHOOL MEDIA PROGRAMS. They are being printed and should be off the press in January ready for distribution.

The new standards have been designed to present and describe unified media programs that will best aid the schools in implementing their instructional programs. They have been designed for schools seeking to give young people quality education. The standards are both qualitative and quantitative - qualitative to prescribe ways of achieving the objectives. They have been called visionary by some, but if so, here is a change to lasso your dreams. The library and librarian may be cast in a new role. In fact, that was the subject of Miss LU Ouida Vinson's talk last week at the Arkansas Library Association. She told an interesting "happening" while she was preparing the talk. It seems that she was to give a similar talk earlier in the fall, and she was working on it during an airplane-flight across the United States. A teenager, who occupied the seat next to Miss Vinson, kept an eye on what she was doing. As Miss Vinson shuffled the papers back to page one and the title of the talk, the teenager said, "Oh, what a wonderful idea - rolls in the library. Our library already serves coffee, but I'm going home and suggest to our librarian to serve good gooey sweet rolls along with coffee".

Regardless of what new roles your library may assume, it will still be the center of the instructional program. It will be called the media center, be directed by the media specialist, and will contain all types of media (printed materials and A/V materials) to satisfy the needs of the curriculum. Immediately on hearing this, librarians became alarmed--"I'm not a media specialist". The answer is "you are". Haven't you been supplying a filmstrip or a film loop if it served the student better than a book? Haven't you been suggesting a record or a tape if it would mean more than print? Haven't you been securing films for units of work? To allay some fears about the new terminology the AASL has prepared a leaflet called "What's in a Name?" (Show and read from it)

What is the role of the media specialist? Chapters in the new STANDARDS FOR SCHOOL MEDIA PROGRAMS deal with personnel, materials, physical facilities and of course the program. For schools with an enrollment of 250 the staff should consist of 1 media specialist, 1 technician, and 1 media aide. The media specialist is defined as an individual who meets the requirements for teaching and who has broad professional preparation in educational media. The technician is defined as a staff member with competencies which require specialized training and preparation so that he or she may produce materials, repair equipment, and assist with various kinds of presentations. Media aides do clerical and secretarial work, read shelves, put away materials, assist students and teachers in finding materials, work at circulation desk and perform a variety of other services. Both the technician and aide work under the direction of the media specialist. As the enrollment in the school increases, the staff should also increase.

Basically, the functions of the media specialist remain the same as those listed in the 1960 standards, i.e. to serve and to select and make materials available to teachers and students. However, a few have been added:

1. Working with teachers, students, and technicians to produce materials which supplement those available through other channels.
2. Guiding students to an appreciation of those resources, in print, film, and other arts, which can enrich their lives esthetically.
3. Serving on teaching teams full time where size of media staff permits.
4. Supplying information to teachers on available in-service workshops and courses, and educational meetings.

As mentioned above all materials that support, supplement, and extend the teaching-learning program of a school fall under the administration of the media center. The selection of the materials is the joint responsibility of the media specialist, teacher, student, supervisor, and administrator. The materials must be organized and arranged for easy accessibility and use--this is the principle benefit of the unified program. Free access to the center both during and after school hours should be supported. A continuous process of re-evaluation should take place so that outdated materials in the sciences, social sciences, and vocational areas can be discarded. The media collection should go beyone the specifications of the curriculum and provid resources to inspire and to meet the independent interests and research of students. Since the scope of the resources in the media center has been increased, the quantitative standards are higher than in the 1960 standards. They are:

Books	6,000 - 10,000 titles representing 10,000 volumes or 20 volumes per student, whichever is greater.
Magazines	
Elementary School (K - 6)	40-50 titles (includes adult, but not professional periodicals for teachers)
(K - 8)	50-75 titles
Junior High School	100-125 titles
Secondary School	125-175 titles
All Schools	In addition: necessary magazine indexes and duplication of titles and indexes as needed.
Newspapers	
Elementary School	3-6 titles
Junior High School	6-10 titles
Secondary School	6-10 titles
Filmstrips	500-1,000 titles representing 1,500 prints or 3 prints per student, whichever is greater.
8 mm Films	1½ films per student with at least 500 titles supplemented by duplicates.
16 mm Films	Access to minimum of 3,000 titles supplemented by duplicates and rentals.

Recordings (tape and disc)	1,000-2,000 titles representing 3,000 recordings or 6 per student, whichever is greater.
Slides	2,000
Art Prints (Reproductions)	1,000
Transparencies	2,000

These quantitative standards will appear in a check list included in an article in the November issue of THE INSTRUCTOR co-authored by John Rowell, AASL President Elect and Frances Henne, chairman of the new standards committee. No doubt you have access to THE INSTRUCTOR in your school system and will want to compare you present achievement with the new standards.

To maintain a current, working collection of both print and audio-visual materials, a school district should annually budget a minimum of six percent of the national average per pupil operational cost (ADA) per student. (The current national average per pupil operational cost is $619.) Usually three percent each will be spent on printed and audio-visual materials but local condiations may require that one type of instructional medium be funded temporarily in some other proportion. Additional funds should be budgeted for textbooks, permanent classroom reference collections, equipment, supplies, processing costs, and specialized electronic installations.

The new standards recommend definite space in square feet for each part of the media center, but physical facilities will probably not be alike in any two media centers because the center is related to the school's instructional program. Variations in design, arrangement, and/or organization will exist. The non-graded school will require a different kind of media center from that of the classroom school or the school with heavy emphasis on individualized instruction. Certainly the facility should be accessible and functional. The new standards for facilities will need to be studied with the school's instructional program in mind. Since programs change from time to time, there should be provision for flexibility of arrangement and for expansion.

Services, like the facilities, will depend on the instructional program of each school. The whole media center should be patterned around the program offered to students and teachers. Education is changing rapidly because of the explosion of knowledge, the growth and mobility of the population, and the change in content and instruments of communication. The program of the media center is designed to meet the demands of the educational program which emphasizes the creative teacher and the child who is striving toward self-direction and independent thinking. Bringing together print and A/V materials in a unified center will help to meet today's challenge for supervior education.

The idea of an educational media center is still new. It is interesting to note that on September 24, 1968 the National Book Committee, Inc. received a grant of $250,000 from the Bureau of Research of the U.S. Office of Education for the first phase of a four-stage nationwide project designed to help develop the facilities, procedures, and programs of educational media selection centers. The first phase will be a survey and study of centers already operating. If you have a multi-media center, you may wish to contact the survey team.

While they are studying existing centers, you, too, will be studying the new standards and trying to find ways to implement them in you school. Lasso your dreams, make plans, submit them to your principal, and make realities of your dreams for

"Back of the job is the dreamer

Who's making the dream come true."

(from THE THINKER by Berton Braley)

SOUTHWESTERN LIBRARY ASSOCIATION

Technical Services Section Meeting

The Technical Services Section meeting of S.W.L.A. was opened by Chairman Mary Evelyn Potts, Chief Cataloger, University of Oklahoma, at 10:35 a.m. in the Civic Center of Tulsa, Oklahoma. The minutes were read by Secretary James A. Allen, and approved by the membership.

Chairman Richard L. Colquette, the incumbent Vice-Chairman--Assistant Director for Technical Services, Louisiana State University Library, Baton Rouge, Louisiana, was elected chairman by acclamation.

Miss Mary Pound--Serials Cataloger, University of Texas, Austin, Texas was elected Vice-Chairman by acclamation.

Secretary James A. Allen--Director, Little Rock University Library, Little Rock Arkansas - was re-elected Secretary by acclamation.

Miss Potts stated that the list of Technical Services Librarians in the S.W.L.A. previously begun was not yet completed.

The membership was asked for a show of hands for the number of SWLA libraries that had changed to the L.C. classification scheme since the last meeting. Ten to twenty hands were noted. Miss Potts gave statistics in the University of Oklahoma Library in changing to L.C.

Richard Colquette introduced Dr. Paul Wasserman, Dean of the Graduate Library School of the University of Maryland. Dr. Wasserman's topic was "Automation and technical resources--the human dimensions of automation."

He defined several typologies in libraries, such as:

Bureaucratic:	Those responsive to partisan issues
Visionary:	"Those having the dream, not the guts"--Gypsy Rose Lee
Ineffectual:	Those who are not competent
Uncommitted:	Those who do not make it to the top--but protect those at the top by their soothing manner and non-competitive status
Retreatists:	Those who avoid all strife and conflict
Rational Advocate for change:	Those who respond favorably to suggestions for change from outside, but do not initiate change.
Radical:	Those who initiate change on subjective emotional grounds
Rational Resistor:	Resists because it questions his status, but uses rational argument and poses the greatest problem when change is rationally proved, initiated, and accomplished.
Traditionalists or Ritualists:	Resist change because of belief in values of old practices.

Dr. Wasserman drew the following chart which he credited to Bernard Bass of the University of Pittsburgh:

		Ends	
		Agree	Disagree
Means	Agree	Bureaucrat	Negotiator
	Disagree	Expert Data Processing	Charisma

When there is agreement on ends and means a Bureaucrat works best at accomplishment of change.

When there is agreementon ends but not on a Data Processing Expert is best at accomplishing change.

Other types to be encountered are:

> The Rigid type: Requires order, uses checklists, etc., does things the same way each time. Dr. Wasseman described himself as this type.
>
> The Dogmatic Type: Refuses to deviate when large stakes are to be gained by so doing.

Dr. Wasserman stated his belief in the very great need for risk takers in libraries, of the great need for elevation and imitation, the need to be imitative creatively and to be second generation innovators. Dr. Wasserman then mentioned some of the problems and pitfalls in the human dimension of automation. In some cases automation is a valuable diversionary tactic. Showing that progress is made--but not necessarily in areas where it needsto be.

Our improvements are not necessarily of interest to those who are to gain from them in the final analysis. They may be irrelevent to them at the time they are initiated.

Technology enforces its own status quo, begins its own rigidity. When there are failures there are serious demoralizing forces at work. There are some unsolveable problems that go unrecognized and cause particular distress--more frequently problems that are not solved within announced deadlines. Therefore, problems in change are best not divided in responsiblity nor shuffled around.

Librarians should calculate time and cost to bring people along with change in any step toward automation.

Our needs in organizational structures are not now correlated to needs for change.

What is to be done with released time caused by automation should be planned.

Dr. Wasserman is convinced that ethical and value decisions are the correct types to be studied in library schools. He identified three streams of Library Education from the traditional to the avant garde.

People who are good supervisors are usually poor at technological change. People who are good at technology are usually poor at supervising people.

After technological change, many decisions are no longer made individually. In many cases decisions made about how change is to be effected, why it should be done at all, are more productive than the changes themselves.

T. N. McMullan, Director of Libraries, L.S.U., asked: "Shouldn't automation in a Research library follow a national pattern?" Wasserman: "No, too much time lost. There must be some willing to experiment and innovate."

The meeting adjourned at 12:00 noon.